



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2016

MARKS: 100

TIME: 2½ hours

This question paper consists of 7 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE SECTIONS:

SECTION A: Essay	(50)
SECTION B: Longer Transactional Text	(30)
SECTION C: Shorter Transactional Text	(20)
2. Answer ONE question in EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:

SECTION A:	80 minutes
SECTION B:	40 minutes
SECTION C:	30 minutes
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write down the title/heading of each response. Give your own title/heading if one has not been provided.
10. The title/heading must NOT be included when doing a word count.
11. Write neatly and legibly.

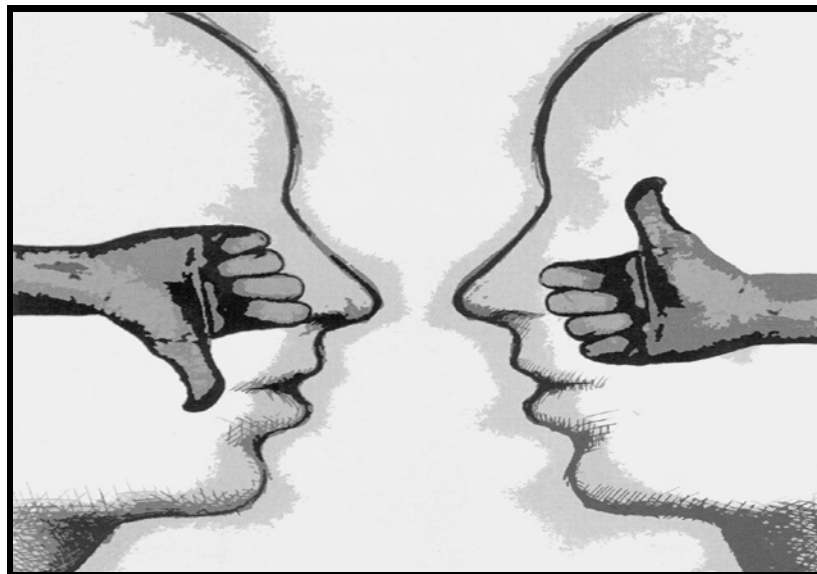
SECTION A: ESSAY**QUESTION 1**

- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the number and title of the essay you have chosen, for example 1.1 It was just a second, but it changed everything.
- Give your own title if your choice is QUESTION 1.2, 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

- 1.1 It was just a second, but it changed everything. [50]
- 1.2 As I sit here ... [50]
- 1.3 'Many people will walk in and out of your life but only true friends leave footprints in your heart.' – Eleanor Roosevelt [50]
- 1.4 What a match! [50]
- 1.5 Your education does not amount to anything if it does not build your character. [50]
- 1.6 A happy family is the foundation of a stable society. [50]
- 1.7 Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: Google Images]

[50]

1.7.2



[Source: SAWUBONA, October 2015]

[50]

TOTAL SECTION A:

50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2**

- Respond to ONE of the following transactional writing tasks.
- The body of your response should be between 120 and 150 words in length. Write down the number and the heading of the text you have chosen, for example 2.1 FRIENDLY LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

2.1 FRIENDLY LETTER

A close family member who works away from home has stopped visiting at the end of each month.

Write a letter to this family member to encourage him/her to visit more often.

[30]**2.2 COVERING LETTER**

The following is an extract from the Curriculum Vitae of Frederick Jimmy Manolo, a 24-year-old male, who is currently working as an assistant administration clerk at a sports shop.

CURRICULUM VITAE	
PERSONAL DETAILS	
Name	: Frederick Jimmy Manolo
Date of Birth	: 24 April 1992
Nationality	: South African
ID number	: 920424 0123 087
FORMAL QUALIFICATIONS	
Tertiary Education	: UNISA
Qualifications	: Bachelor of Administration (2014)
Secondary School	: Charles Friedman Secondary School, Pretoria
Highest grade passed	: Grade 12 (2010)
WORK EXPERIENCE	
Mr Price Sport Shop – Assistant administration clerk (2015–currently)	
Musica, Centurion – Holiday employment as sales assistant (2011–2012)	
HOBBIES AND INTERESTS	
Tennis – represented Gauteng in the 2008 Interprovincial Tournament	
Long-distance running – completed the Comrades Marathon in 2011 and 2012	

Frederick has come across an advertisement for the position of a senior administration clerk at Centurion Sport Shop and will submit his full CV as well as other relevant documents with his application. The application will be sent to the manager of Centurion Sport Shop.

Using the format of a formal letter, write the **covering letter** Frederick will send with his application.

[30]

2.3 **MAGAZINE ARTICLE**

Strained relationships are often caused by misunderstandings between parents and teenagers. As the chairperson of the youth support group at your school, you have decided to write an article on what can be done to improve relationships between parents and teenagers. This article will appear in a teenage magazine.

Write out your article.

[30]

2.4 **DIALOGUE**

On their way to school, two friends find a wallet with a large amount of money. One wants to keep the money and not return the wallet to the owner, but the other is against the idea.

Write the dialogue that takes place between the friends. Include a brief scenario/context before the dialogue.

NOTE: Use the dialogue format.

[30]

TOTAL SECTION B:

30

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3**

- Choose ONE of the following topics and write a short text.
- The body of your response should be between 80 and 100 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, for example, 3.1 POSTER.
- Spend approximately 30 minutes on this section.

3.1 POSTER

A company is running a poster competition in order to promote recycling in your community.

You have decided to enter the poster competition.

Write out the content of your poster.

NOTE: Do NOT include illustrations or drawings.

[20]**3.2 DIARY ENTRIES**

You are uncertain about whether to study or to work after completing Grade 12. You consulted with your Life Orientation teacher for advice on the matter.

Write out TWO diary entries expressing your feelings before and after speaking to your Life Orientation teacher.

[20]**3.3 INSTRUCTIONS**

Your younger brother or sister has to deliver a speech as part of his or her English oral examination. Provide a set of instructions on how he or she can prepare and deliver a good speech.

Write out the instructions.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2016

MEMORANDUM

MARKS: 100

This memorandum consists of 10 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY**QUESTION 1****Instructions to Markers:**

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only **some ways** in which the topic could be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 It was just a second, but it changed everything.

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

Note: The candidate must indicate the idea of change.

[50]

1.2 As I sit here ...

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]

1.3 **'Many people will walk in and out of your life but only true friends leave footprints in your heart.' Eleanor Roosevelt.**

Reflective/Narrative/Discursive/Argumentative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

[50]

1.4 **What a match!**

Descriptive/Narrative/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

NOTE: This topic may be interpreted figuratively, e.g. two opposite personalities who are happily married.

[50]

1.5 **Your education does not amount to anything if it does not build your character.**

Argumentative/Discursive/Reflective

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the writer must still take a stance for or against the topic.

[50]

1.6 A happy family is the foundation of a stable society.

Discursive/Argumentative/Reflective/Narrative

- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.

[50]**1.7 Interpretation of pictures**

- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.

1.7.1 Picture: Faces

- Literal interpretations: art, design, people, signs, vase.
- Figurative interpretations: relationships, likes, dislike, conflict, achievement.

[50]**1.7.2 Picture: Technology**

- Literal interpretations: pros and cons of technology, pressure caused by technology overload, computer crime.
- Figurative interpretations: the control of media over man, man being isolated because of media, communication.

[50]**TOTAL SECTION A: 50**

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 FRIENDLY LETTER

- The letter should be addressed to a close family member.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
 - Name of sender
- The contents should include the candidate's words of encouragement to the relative to visit more often. **[30]**

2.2 COVERING LETTER

- The following aspects of format should be included:
 - Address of sender
 - Date
 - Recipient: The Manager
 - Name of the store
 - Address of recipient
 - Greeting/Salutation
 - Topic line
 - Suitable ending
 - Signature and name of sender
- The tone and register of the letter should be formal.
- The expectations of the writer must be clear.
- The content of the letter must match the CV provided in the question paper. **[30]**

2.3 MAGAZINE ARTICLE

An article on relationships between parents and teenagers

- The candidate must choose a suitable heading/title.
- Paragraphs should not be too long.
- The article must provide suggestions for the reader on how to improve relationships between parents and teenagers.

[30]**2.4 DIALOGUE**

The dialogue must be between two friends.

A brief scenario/context must be given before the speakers start speaking.

- The tone must be informal.
- The following aspects of format must be included:
 - The names of the speakers must appear on the left-hand side of the page.
 - A colon must appear after the name of each speaker.
 - A new line must be used to indicate each speaker.
 - Stage directions (tone of voice, actions, etc.) must be written in brackets, if applicable.

[30]**TOTAL SECTION B: 30**

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

3.1 POSTER

A poster that promotes recycling.

- There must be an eye-catching headline or slogan.
- The poster must convey the idea of the positive impact of recycling.
- The language must be concise and speak directly to the reader.
- Persuasive language must be used to convince the reader to recycle.
- Full sentences are not necessary.
- Do not award marks for illustrations.

[20]**3.2 DIARY ENTRIES**

Diary entries about whether to study or to work after Grade 12.

- There **MUST** be TWO diary entries.
- The entries should express the candidates' feelings before and after the consultation with the Life Orientation teacher.
- Each entry must be dated.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.
- Full sentences are not necessary.

[20]**3.3 INSTRUCTIONS**

How to prepare and deliver a good speech.

- The candidate must provide the heading.
- The instructions may be in point or paragraph form.
- Instructions must be in a logical sequence.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ending	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	25–27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	11–12 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted	8–9 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Tone is appropriate -Rhetorical devices used to enhance content	5–6 -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary	0–3 -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE		43–50	33–40	23–30	13–20	0–10

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15–18 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	11-14 -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	8-10 -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	5-7 -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0–4 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10–12 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	8–9 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	6–7 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	4–5 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–3 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	25–30	19–23	14–17	9–12	0–7

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10–12 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	8-9 -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	6-7 -Adequate response, demonstrating knowledge of features of the type of text -Not completely focused –some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	4-5 -Basic response, demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0-3 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7–8 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	5–6 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	17–20	13–15	10–11	7–8	0–5