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**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH SECOND ADDITIONAL LANGUAGE P2**

**NOVEMBER 2012**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 9 pages.**

**INSTRUCTIONS AND INFORMATION**

Use this memorandum together with the attached English Second Additional Language 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 topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 to mark the essays.

1.1 When I woke up, I was so disappointed that it was only a dream.

- Narrative essay.
- The candidates may mention, **among others:**
  - the details of the dream
  - what was so good about the dream
  - why he/she was so disappointed to realise it was only a dream. **[40]**

1.2 After that incident, I learnt that friends are not always right.

- Narrative essay.
- The candidate may mention, **among others:**
  - previous experiences with friends
  - what influence the friends had
  - what the bad experience was
  - what the new resolutions concerning friends are. **[40]**

1.3 A perfect day

- Descriptive essay.
- The candidate may describe, **among others:**
  - the setting: where and when the day was enjoyed
  - who was part of the experience
  - the actual experience
  - what made the experience so perfect. **[40]**

1.4 My favourite season of the year and why I like it so much.

- Descriptive essay.
- The candidate may describe, **among others**:
  - the season he/she loves
  - the beautiful things associated with the season
  - why this season is better than other seasons.

[40]

1.5 Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- The interpretation should be linked directly to the pictures.

1.5.1 The candidate may write about, **among others**:

- music as a universal language
- African beats on a drum
- young musicians
- talents/skills
- entertainment.

1.5.2 The candidate may write about, **among others**:

- nature conservation
- the beauty of nature
- peace and tranquillity
- the sounds of nature
- dangerous/threatening aspects of waterfalls.

1.5.3 The candidate may write about, **among others**:

- the importance of reading
- the role of a father
- the joys of parenting
- childhood memories
- girl children at the office.

1.5.4 The candidate may write about, **among others**:

- interdependence/co-existence
- the female species
- taming animals
- unusual relationships
- wildlife as a tourist attraction.

[40]

**TOTAL SECTION A: 40**

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

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 8 to mark the responses in this section.

**2.1 INFORMAL LETTER**

- The letter should be addressed to a friend.
- The letter should be written in paragraphs.
- The tone and register of the letter should be informal.
- The following aspects could be included:
  - a description of the problem the candidate faced
  - what kind of help was needed
  - how the friend responded
  - the candidate's feelings of appreciation
- The following information should be included in the letter:
  - address of sender
  - date
  - greeting/salutation
  - suitable ending
  - name/signature

**[20]****2.2 FORMAL LETTER**

- The letter should be addressed to the Store Manager.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of **format** should be included:
  - address of sender
  - address of recipient
  - date
  - greeting/salutation
  - subject line
  - suitable ending
  - signature and printed name of sender
- The candidate may mention, **among others**:
  - the reasons why he/she needs the job
  - his/her abilities/skills related to the job
  - times when he/she is available.

**[20]**

**2.3 DIALOGUE**

- The following aspects of **format** should be included:
  - name of each speaker
  - colon after name of each speaker throughout the dialogue.
- The candidate should indicate, **among others**:
  - the kind of music that he/she listens to
  - reasons for the parent's/guardian's unhappiness
  - the candidate's view/attitude
  - the generation gap
  - any resolutions/compromises reached.

**[20]****2.4 BOOK REVIEW**

- The following details should be included:
  - the title
  - the author
- The following aspects may be included, **among others**:
  - the setting
  - the characters
  - the plot
  - the themes
  - (the price)
- - recommendations

**[20]****TOTAL SECTION B: 20**

**SECTION C: SHORTER TEXT –TRANSACTIONAL/REFERENTIAL/INFORMATIONAL****QUESTION 3*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate’s own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

**3.1 INVITATION**

- The following details should be provided, **among others:**
  - names of the parents/guardians
  - purpose of the invitation
  - venue for the party
  - date and time of the party
  - name and contact details of the sender

**NOTE:** Do not award marks for drawings or illustrations.

**[20]**

**3.2 DIRECTIONS**

- The directions given must include the following:
  - three landmarks, e.g. church, supermarket, fuel station, etc.
  - two intersections, e.g. four-way stop, traffic lights, stop streets, etc.
- Directions should be written in point form.
- Each point should contain a verb.
- Points should follow each other logically.

**[20]**

**3.3 FLYER**

- Candidates should include the following, **among others:**
  - the name of the event
  - purpose of the event
  - date and time
  - venue
  - entry fee
  - artists/bands
  - security

**NOTE:** Do not award marks for drawings or illustrations.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 80**

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)**

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70–79%</b>	<b>Code 5: Substantial 60–69%</b>	<b>Code 4: Adequate 50–59%</b>	<b>Code 3: Moderate 40–49%</b>	<b>Code 2: Elementary 30–39%</b>	<b>Code 1: Not achieved 0–29%</b>
<b>CONTENT &amp; PLANNING  (28 MARKS)</b>	<b><u>22½–28</u></b>  -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable essay.	<b><u>20–22</u></b>  -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a fairly presentable essay.	<b><u>17–19½</u></b>  -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a reasonably presentable essay.	<b><u>14–16½</u></b>  -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced an acceptably presentable essay for SAL.	<b><u>11½–13½</u></b>  -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay for SAL.	<b><u>8½–11</u></b>  -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<b><u>0–8</u></b>  -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING  (7 MARKS)</b>	<b><u>6–7</u></b>  -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proofreading & editing.	<b><u>5–5½</u></b>  -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proofreading, editing.	<b><u>4½</u></b>  -Limited critical language awareness. -Language & punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate & suits topic requirements. -Reasonably error-free following proofreading, editing.	<b><u>3½–4</u></b>  -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proofreading, editing.	<b><u>3</u></b>  -Language limited & punctuation often inaccurately used. -Choice of words basic & limited. -Style lacking in coherence & not suited to topic. -Contains several errors following proof-reading, editing.	<b><u>2½</u></b>  -Language & punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proofreading, editing.	<b><u>0–2</u></b>  -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proofreading, editing.
<b>STRUCTURE  (5 MARKS)</b>	<b><u>4–5</u></b>  -Coherent development of topic. Vivid detail. -Sentences, paragraphs all appropriately constructed conveying meaning clearly. -Length correct.	<b><u>3½</u></b>  -Logical development of details. Coherent. -Sentences, paragraphs appropriately constructed & meaning is clear. -Length correct.	<b><u>3</u></b>  -Few relevant details developed. -Sentences, paragraphs reasonably constructed in most cases & meaning is quite clear. -Length correct.	<b><u>2½</u></b>  -Some points, necessary details mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length almost correct.	<b><u>2</u></b>  -Some necessary points evident. -Sentences, paragraphs faulty but overall meaning maintained. -Length – too long/short.	<b><u>1½</u></b>  -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs lack basic construction for meaning. -Length – too long/short.	<b><u>0–1</u></b>  -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short.



**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)**

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70–79%</b>	<b>Code 5: Substantial 60–69%</b>	<b>Code 4: Adequate 50–59%</b>	<b>Code 3: Moderate 40–49%</b>	<b>Code 2: Elementary 30–39%</b>	<b>Code 1: Not achieved 0–29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  (14 MARKS)</b>	<b><u>11½–14</u></b>  -Very good knowledge of requirements of the text. -Learner maintains focus on topic, no digression. -Content and ideas coherent, text has details supporting the topic. -Evidence of planning and/or drafting has produced a very presentable text.	<b><u>10–11</u></b>  -Good knowledge of requirements of text. -Learner maintains focus, hardly any digressions. -Text is fairly coherent in content and ideas, and topic has details supporting the text. -Evidence of planning and/or drafting has produced a fairly presentable and coherent text. -Has applied the necessary rules of format well.	<b><u>8½–9½</u></b>  -Fair knowledge of requirements of text. -Learner maintains focus with minor digressions. -Text is reasonably coherent in content and ideas. -Evidence of planning and/or drafting has produced a reasonably presentable and coherent text. -Has applied most of the necessary rules of format.	<b><u>7–8</u></b>  -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced an acceptable text for SAL. -Has adequately applied the necessary rules of format.	<b><u>6–6½</u></b>  -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentably text for SAL. -Has a moderate idea of requirements of format – some obvious oversights.	<b><u>4½–5½</u></b>  -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in many places. -Not always coherent in content & ideas, has few details which support topic. -Limited evidence of planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights.	<b><u>0–4</u></b>  -No knowledge of requirements of text. -Writing – digresses, meaning obscure in most places. -Not coherent in content & ideas, has very few details which support topic. -Inadequate planning and/or drafting. Very poorly presented text. -Has not applied necessary rules of format.
<b>LANGUAGE, STYLE &amp; EDITING  (6 MARKS)</b>	<b><u>5–6</u></b>  -Has applied all the necessary rules of format. -Text is mostly grammatically accurate and well constructed. -Vocabulary mostly appropriate to purpose, audience and context. -Style mostly appropriate. -Text mostly error-free following proof-reading and editing. -Length correct.	<b><u>4½</u></b>  -Well constructed & fairly accurate. -Vocabulary is fairly appropriate to purpose, audience & context. - Style mostly appropriate. -Text fairly error-free following proof-reading & editing. -Length correct.	<b><u>4</u></b>  -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct.	<b><u>3–3½</u></b>  -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, fairly appropriate. -Still contains a fair number of errors following proof-reading & editing. -Length almost correct.	<b><u>2½</u></b>  -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style. -Text contains a number of errors following proof-reading & editing. -Length – too long/short.	<b><u>2</u></b>  -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style hardly corresponds with topic. -Mostly error-ridden despite proof-reading, editing. -Length – too long/short.	<b><u>0–1½</u></b>  -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style does not correspond with topic. -Error-ridden and very confusing following proof-reading, editing. -Length – far too long/short.

### SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70–79%</b>	<b>Code 5: Substantial 60–69%</b>	<b>Code 4: Adequate 50–59%</b>	<b>Code 3: Moderate 40–49%</b>	<b>Code 2: Elementary 30–39%</b>	<b>Code 1: Not achieved 0–29%</b>
	<b><u>11½–14</u></b>	<b><u>10–11</u></b>	<b><u>8½–9½</u></b>	<b><u>7–8</u></b>	<b><u>6–6½</u></b>	<b><u>4½–5½</u></b>	<b><u>0–4</u></b>
<b>CONTENT, PLANNING &amp; FORMAT  (14 MARKS)</b>	<ul style="list-style-type: none"> <li>-Very good knowledge of requirements of the text.</li> <li>-Learner maintains focus on topic, no digression.</li> <li>-Content and ideas coherent, text has details supporting the topic.</li> <li>-Evidence of planning and/or drafting has produced a very presentable text.</li> </ul>	<ul style="list-style-type: none"> <li>-Good knowledge of requirements of text.</li> <li>-Learner maintains focus, hardly any digressions.</li> <li>-Text is fairly coherent in content and ideas, and topic has details supporting the text.</li> <li>-Evidence of planning and/or drafting has produced a fairly presentable and coherent text.</li> <li>-Has applied the necessary rules of format well.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-Learner maintains focus with minor digressions.</li> <li>-Text is reasonably coherent in content and ideas.</li> <li>-Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.</li> <li>-Has applied most of the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – digresses but does not impede overall meaning.</li> <li>-Adequately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced an acceptable text for SAL.</li> <li>-Has adequately applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.</li> <li>-Writing – digresses, meaning vague in places.</li> <li>-Moderately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a moderately presentable text for SAL.</li> <li>-Has a moderate idea of requirements of format – some obvious oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in many places.</li> <li>-Not always coherent in content &amp; ideas, has few details which support topic.</li> <li>-Limited evidence of planning and/or drafting. Text not well presented.</li> <li>-Has vaguely applied necessary rules of format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of text. Response to writing task reveals a very limited focus.</li> <li>-Writing – digresses, meaning obscure in most places.</li> <li>-Not coherent in content &amp; ideas, has very few details which support topic.</li> <li>-Inadequate planning and/or drafting. Very poorly presented text.</li> <li>-Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE &amp; EDITING  (6 MARKS)</b>	<b><u>5–6</u></b>	<b><u>4½</u></b>	<b><u>4</u></b>	<b><u>3–3½</u></b>	<b><u>2½</u></b>	<b><u>2</u></b>	<b><u>0–1½</u></b>
	<ul style="list-style-type: none"> <li>-Has applied all the necessary rules of format.</li> <li>-Text is mostly grammatically accurate and well constructed.</li> <li>-Vocabulary mostly appropriate to purpose, audience and context.</li> <li>-Text mostly error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Well constructed &amp; fairly accurate.</li> <li>-Vocabulary is fairly appropriate to purpose, audience &amp; context.</li> <li>-Style mostly appropriate.</li> <li>-Text fairly error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Well constructed &amp; reasonably accurate.</li> <li>-Vocabulary reasonably appropriate to purpose, audience &amp; context.</li> <li>-Style reasonably appropriate.</li> <li>-Reasonably error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience &amp; context.</li> <li>-Style, fairly appropriate.</li> <li>-Still contains a fair number of errors following proof-reading &amp; editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Basically constructed. Several errors.</li> <li>-Vocabulary limited &amp; not very suitable for purpose, audience &amp; context.</li> <li>-Lapses in style.</li> <li>-Text contains a number of errors following proof-reading &amp; editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed &amp; difficult to follow.</li> <li>-Vocabulary requires some remediation &amp; not suitable for purpose, audience &amp; context.</li> <li>-Style hardly corresponds with topic.</li> <li>-Mostly error-ridden despite proofreading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed &amp; very difficult to follow.</li> <li>-Vocabulary requires serious remediation &amp; not suitable for purpose.</li> <li>-Style does not correspond with topic.</li> <li>-Error-ridden and very confusing following proofreading, editing.</li> <li>-Length – far too long/short.</li> </ul>