



GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE

MID-YEAR EXAMINATION

PAPER 3

Time Allocation : 2 ½ hours
Total Marks : 100
Date : 23 May 2019
Examiner : Penny Watson

INSTRUCTIONS

1. This question paper consists of THREE SECTIONS:
SECTION A: Essay (50 marks)
SECTION B: Longer Transactional Question (30 marks)
SECTION C: Shorter Transactional Question (20 marks)
2. Answer ONE question from EACH section.
3. Write your answers in English.
4. Start EACH section on a NEW page.
5. You must show planning (e.g. a mind map/diagram/flow chart/keywords, etc.), a rough draft and editing and proof-read your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such and handed in. 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 the question.
9. Give each response a suitable title/heading.
10. The title/heading must not be considered when doing a word count.
11. Write neatly and legibly.
12. Pay attention to spelling, choice of words, grammar, punctuation and paragraphing.

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 your essay correctly

Provide a title if your choice is 1.7.1 OR 1.7.2

1.1 A day I will always remember. [50]

1.2 The idea hit me like a tornado ... [50]

1.3 'A real friend is one who walks in when the rest of the world walks out.' [50]

1.4 Is this love? [50]

1.5 Education is the passport to the future, for tomorrow belongs to those who prepare for it today. [50]

1.6 The love in our family runs strong and deep, leaving us memories to treasure and keep. [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. [50]

1.7.1



1.7.2



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 (about 12 to 15 lines).

Write down the number and the heading of the text you have chosen to write, for example: 2.1 Speech

Pay particular attention to format, language, register and audience.

2.1 FRIENDLY LETTER

Your best friend has moved to another country.

Write a letter to your best friend enquiring about how he/she is settling in. [30]

2.2 BUSINESS LETTER

WOOLWORTHS

WORK
WE WANT YOU TO COME AND

FOR US THIS SEASON

Woolworths is looking for vibrant, enthusiastic and people-oriented individuals to step into any of these positions this season, from November 2013 to January 2014:

- Till Operators • Sales Assistants • Replenishers

To qualify, you will need: • Grade 10 or higher • English proficiency • Good numerical skills • The willingness to work shifts, overtime and public holidays.

To apply, SMS Seasonal to 45554. SMS cost R1.30 each. Applications may require up to 9 SMS. **Apply before 30 September 2013.** Personal information you provide will only be used for recruitment and/or employment purposes.

W As a proud South African brand, Woolworths is committed to transformation. Meeting our employment equity goals will be taken into account in our recruitment decisions.

114400

You are looking for a holiday job.

Write a letter to Woolworths in application for one of the above positions. [30]

2.3 MAGAZINE ARTICLE

Teenage pregnancy often causes misunderstandings between parents and teenagers. As the chairperson of the youth support group at your school, you have decided to write an article advising teenagers how to respond to an unexpected pregnancy. This article will appear in a teenage magazine.

Write out your article.

[30]

2.4 DIALOGUE

Two friends have a falling out due to the one friend becoming involved with an unsuitable boyfriend/girlfriend.

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 (about 8 to 10 lines).

Write the number and the heading of the text you have chosen, for example 3.1 Invitation.

3.1 POSTER

A company is running a poster competition in order to promote health and fitness 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 what study methods will be most effective for you. 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

You have moved to a new house. Your friend is coming to visit you.

Write out the directions to your new house from the nearest shopping centre.

[20]

TOTAL SECTION C: [20]

GRAND TOTAL: [100]

ANNEXURE A: MARKING RUBRICS

ASSESSMENT RUBRIC FOR THE ESSAY (50 MARKS)

| CRITERIA | | Exceptional 28-30 | Skilful 22-24 | Moderate 16-18 | Elementary 10-12 | Inadequate 4-8 |
|---|--------------------|--|--|---|---|--|
| CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text | Upper level | Outstanding response beyond normal expectations; Intelligent, thought-provoking and mature ideas; Exceptionally well-organised and coherent, including introduction, body and conclusion | Very well-crafted response; Fully relevant and interesting ideas with evidence of maturity; Very well-organised and coherent, including introduction, body and conclusion | Satisfactory response; Ideas are reasonably convincing; Reasonably organised and coherent including introduction, body and conclusion | Inconsistently coherent response; Unclear ideas and unoriginal; Little evidence of organisation and coherence | 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 including introduction, body and conclusion | 19-21 Well-crafted response; Relevant and interesting ideas; Well organised and coherent, including introduction, body and conclusion | 13-16 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 AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Language use and conventions; Word choice; Punctuation, grammar and spelling 15 MARKS | Upper level | 14-15 Tone, register, style, 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; Exceptionally, skilfully crafted | 11-12 Tone, register, style, 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, 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, vocabulary less 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, vocabulary not 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 5 MARKS | | 5 Excellent development of topic; Exceptional detail; Sentences, paragraphs exceptionally well-constructed | 4 Logical development of topic; Coherent; Sentences, paragraphs are logical and 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 |

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL WRITING (30 MARKS)

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

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL WRITING (20 MARKS)

| CRITERIA | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--|---|---|---|--|
| CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text 12 MARKS | Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format | Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies | Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies | Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights | Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format |
| STRUCTURE AND LANGUAGE Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS | 7-8 Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Grammatically accurate and well-constructed; Virtually error-free | 5-6 Tone, register, style, 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, vocabulary appropriate to purpose, audience and context; Adequate vocabulary; Some grammatical errors; Errors do not impede meaning | 3 Tone, register, style, vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning is obscured | 0-2 Tone, register, style, vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired |