



Province of the
EASTERN CAPE
EDUCATION

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REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

GRADE 12 LEARNER SUPPORT PROGRAMME

**REVISION AND REMEDIAL TEACHING
INSTRUMENT: ANSWERS**

SUBJECT: ENGLISH HOME – P3

June 2009

This document consists of 5 pages.

Strictly not for test/examination purposes

NOTE:

In assessing a candidate's work, the following aspects drawn from the assessment marking grid must be borne in mind:

1. Planning, drafting, proof-reading and editing of the work.
2. In planning the candidate must be aware that he/she is writing for a specific purpose, audience and context.
3. Grammar spelling and punctuation.
4. Language structures, including critical language awareness.
5. Choice of words and idiomatic language.
6. Paragraphing – their internal cohesion as well as their overall coherence.
7. Register, style and tone.
8. Interpretation of the topic which will be reflected in the overall content: the introduction and conclusion and the development of ideas.

Place the piece of writing in a broad symbol category, then consider the details together with the level descriptions in the category and award a mark.

SECTION A

- Candidates must select ONE topic – refer to rubric for assessment

SECTION B

- Candidates must select ONE topic – refer to rubric for assessment

SECTION C

- Candidates must select ONE topic – refer to rubric for assessment

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT & PLANNING 30 MARKS	24-30 -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable essay.	21-23½ -Content meritorious, original. -Ideas imaginative, interesting. -Planning &/or drafting has produced a well-crafted & presentable essay.	18-20½ -Content sound, reasonably coherent. -Ideas interesting, convincing. -Planning &/or drafting has produced a presentable & good essay.	15-17½ -Content appropriate, adequately coherent. -Ideas interesting, adequately original. -Planning &/or drafting has produced a satisfactory, presentable essay.	12-14½ -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. -Planning &/or drafting has produced a moderately presentable & coherent essay.	9-11½ -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	0-8½ -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING 15 MARKS	12-15 -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	10½-11½ -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	9-10 -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	7½-8½ -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	6-7 -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	4½-5½ -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	0-4 -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUCTURE 5 MARKS	4-5 -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	3½ -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	3 -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	2½ -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	2 -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length - too long/short.	1½ -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	0-1 -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)

	Code 7: Outstanding 80-100% <u>14½-18</u>	Code 6: Meritorious 70-79% <u>13-14</u>	Code 5: Substantial 60-69% <u>11-12½</u>	Code 4: Adequate 50-59% <u>9-10½</u>	Code 3: Moderate 40-49% <u>7½-8½</u>	Code 2: Elementary 30-39% <u>5½-7</u>	Code 1: Not achieved 0-29% <u>0-5</u>
CONTENT, PLANNING & FORMAT 18 MARKS	-Extensive specialized knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	-Very good knowledge of requirements of text. -Maintains focus, no digressions. -Coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/or drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well.	-Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format.	-Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactory presented text. -Has applied an adequate idea of requirements of format.	-Moderate knowledge of requirements of text. - Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	-Elementary knowledge of requirements of text. - Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.	-No knowledge of requirements of text. - Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 12 MARKS	-Grammatically accurate & brilliantly constructed. -Vocabulary highly appropriate to purpose, audience & context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading & editing. -Length correct.	-Very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct.	-Well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading & editing. -Length correct.	-Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -A few errors following proof-reading & editing. -Length almost correct.	-Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style tone & register. -Several errors following proof-reading & editing. -Length – too long/short.	-Poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short.	-Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Error-ridden and confused following proof-reading, editing. -Length – far too long/short.

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (20 marks)

	Code 7: Outstanding 80-100% <u>10-12</u>	Code 6: Meritorious 70-79% <u>8½-9½</u>	Code 5: Substantial 60-69% <u>7½-8</u>	Code 4: Adequate 50-59% <u>6-7</u>	Code 3: Moderate 40-49% <u>5-5½</u>	Code 2: Elementary 30-39% <u>4-4½</u>	Code 1: Not achieved 0-29% <u>0-3½</u>
CONTENT, PLANNING & FORMAT 12 MARKS	-Extensive specialized knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format.	-Very good knowledge of requirements of text -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/or drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well.	-Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format.	-Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	-Moderate knowledge of requirements of text. - Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	-Elementary knowledge of requirements of text. - Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented. -Has vaguely applied necessary rules of format .	-No knowledge of requirements of text. - Response to writing task reveals a limited focus. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 8 MARKS	-Text grammatically accurate and brilliantly constructed. - Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proof reading. -Length correct	-Text very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone & register considering demands of task. -Text largely error-free following proof-reading & editing. -Length correct	-Text well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Text mostly error-free following proof-reading & editing. -Length correct	-Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -Text still contains few errors following proof-reading & editing. -Length almost correct	-Text is basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style, tone & register. -Text contains several errors following proof-reading & editing. -Length – too long/short.	-Text is poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	-Text is poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.