

# SUGGESTED ANSWERS FOR:

## ENGLISH/SG/P<sub>3</sub>

November 2002 SG

### INSTRUCTIONS

#### 1. PENALTIES

If title not provided deduct one mark for the entire question.

If length is more or less than what was required, use a marking grid to penalise (content)

### SECTION A: EXTENDED WRITING

Mark according to approved SAFCERT grid of 40 marks.

#### QUESTION 1: Your grandfather's campfire-story

- Narrative.
- You were visiting your grandparents on a farm; no mention needs to be made of everything that happened while you were visiting.
- The story told is the main focus.
- Past tense – it took place long ago.
- Should be interesting.
- Moral of story should be: lazy people do not succeed in life. (40)

#### QUESTION 2: The difficulties of looking for a job without a matric certificate.

- Expository essay/accept if narrative.
- Why is it so important to have a matric certificate.
- Mention of different 'difficulties' should be made, eg: Unemployment and related issues made worse without matric.
- The writer may show insight into socio-economic problems of the country. Markers must use the higher category of the marking grid. (40)
- Penalty if they write about one difficulty, eg, use the grid to allocate marks in the lower category.

#### QUESTION 3: The crowd went wild – cheering even louder than they had cheered for the winner!

- Descriptive/Narrative.
- There should be an event taking place.
- Give the reasons why the crowd went wild.
- Why was the crowd cheering louder than they had been for the winner? (40)

*Please turn over*

**QUESTION 4: The negative effects television has on children**

- Discursive
- Must explore negative effects of television watching on children.
- Violence on TV especially in children's programmes/other effects to be considered, eg, relationships, attitudes, crude language, etc.
- Role parents can play to prevent the dangers of watching too much television. (40)

**QUESTION 5: The advantages and disadvantages of taxis as a form of public transport.**

- Argumentative / Discursive
- Discuss both sides of argument – advantages as well as disadvantages.
- Stick to taxis as form of public transport.
- Should be written from one of the following perspectives: either a commuter who uses a taxi regularly or someone who has encountered problems with reckless drivers. (40)
- Candidate might be a taxidriver.

[40]

**TOTAL SECTION A:**

**SECTION B: SHORTER PIECE OF WRITING**

**QUESTION 6: SPEECH**

**Mark according to approved SAFCERT grid of 20 marks.**

- Must highlight best experiences at school.
- Experiences should be positive.
- Penalize candidates for not using first person.
- Good candidates will be those who write about their experiences over the years. (20)

**QUESTION 7: DIALOGUE**

**Mark according to approved SAFCERT grid of 20 marks.**

- Telephone conversation: must use dialogue format.
- Give reasons why it is better to attend a live rugby/ soccer match.
- Rama will give reasons why he prefers watching the match on TV.
- The other person will give reasons why it is better to attend a live rugby/soccer match.
- Person must be persuasive.
- Conclusion might not necessarily be that they end up watching live rugby/soccer match on TV (20)
- Deductions: -1 if no colons are used.  
-1 if not in play form.

**NOTE: A maximum of only 2 marks to be deducted for format.**

*Please turn over*

**QUESTION 8: Friendly letter**

- Happy tone because candidate has won an “all-expenses-paid” overseas trip.
- Must try to persuade parents of boy/girlfriend to let daughter/son go with you.
- Polite and respectful.
- Discuss some of the interesting places to be visited. Mention a few exciting things to be enjoyed.
- Conclude with sincere request that permission is given.

Deductions to be made for the following, if omitted:

- Sender’s address: (-1)
- Date: (-1)
- Salutation: (-1)
- Conclusion: (-1)

**BUT: A maximum of 2 marks only to be deducted for format.**

**(20)**

**TOTAL SECTION B: [20]**

**SECTION C: OTHER SHORTER PIECES OF WRITING**

**QUESTION 9: Covering letter and CV**

**9.1 COVERING LETTER:**

- Award 2 marks for format and 3 marks for motivation.
- GUIDE: 3=GOOD  
2=AVERAGE  
1=POOR
- **Must be a positive motivation.**

**(5)**

**9.2 CV:**

- Surname: } 1
- First name(s): } 1
- Home address: (1)
- Telephone no. (H): } 1
- Telephone no. (W): } 1
- Date of birth/ID no.: (1)
- Nationality: (1)
- Marital status: (1)
- Health
- Hobbies/interests/extramural activities: (1)
- Secondary school: (1)
- Highest Grade passed, year passed: (1)
- Subjects, levels and symbols: (2) (subject must be six not less)
- Work Experience: (where, when and what? : 3)
- For how long – substantiate your answer  
What position did you hold
- Where did you acquire this experience

**(15)**

**(20)**

*Please turn over*

## QUESTION 10: Formal invitation and note of acceptance (60 – 70 words)

### 10.1 FORMAL INVITATION (60 – 70 words):

Award one mark for each of the following and then divide by 2. If there is a language error, you do not award a mark.

- Occasion (Awards ceremony)
- Name of sender, e.g. the principal, staff, SGB, etc.
- Name of high school
- Name of recipient
- Reason for award
- Date
- Time
- Venue
- R.S.V.P. (if no date still give mark)
- Sender's address, email, fax, etc.
- No penalty for length.

If total reflects a half mark, round off to the lower mark, e.g. 3 ½ = 3

(5)

### 10.2 INTRODUCTION OF GUEST OF HONOUR

Mark according to approved 15 mark grid of SAFCERT.  
(60 – 70 words)

- Highlight achievements of speaker.
- List a few achievements.
- Use the grid to evaluate the effectiveness of the note given to the principal.
- Notes need not be in full sentences. Point form will be accepted.
- Indication of events must be stated, eg, time frames.

(15)  
(20)

## QUESTION 11: Instructions and Directions

### 11.1 INSTRUCTIONS:

Mark according to approved 10 mark grid of SAFCERT.  
(60 – 70 words)

- Candidates may NOT use given tips.
- Must be in imperative form.
- There will be an automatic language penalty on the language grid if imperative form is not used.
- Suggestions:
  - Do not leave taps running.
  - When brushing teeth, use container/glass to rinse – don't leave tap running.
  - Wash clothes in bulk – not just one item at a time.
  - Use bucket – not hose-pipe when washing your car.
  - Use watering can to water your garden.

*Please turn over*

- Replace all worn washers in taps which may cause dripping. (10)
- Water conservation at home must be emphasised.
- Any valid instruction is acceptable.

**11.2 DIRECTIONS:**

Use approved 10 mark SAFCERT grid below to assist with marking.

- From the bus station, turn right until you get to Tiro Street.
- At the traffic lights turn left into Tiro Street.
- Pass a filling station on your right.
- At the traffic lights turn left into Impala Road.
- Drive around Korisang Park.
- At the traffic lights turn left into Kelehe Street.
- Pass Moses Church on your right.
- At the traffic light turn left into Mbeki Drive.
- Carry on along Mbeki Drive until you get to the Burgers Park Hotel on your right.
- Burgers Park Hotel will be on your right.

**OR**

**An alternative route:**

- From the bus station, turn right until you get to Tiro Street. (10)
- Go right into Tiro Street (20)
- Go under the N4.
- Turn left onto the N4 and travel east.
- Take the Mbeki drive off ramp and turn left into Mbeki drive.
- Burgers Park hotel will be on your left.

- **IF CANDIDATE USES COMPASS PROVIDED ON PAPER, GIVE BENEFIT IF USED CORRECTLY.**
- **REMEMBER TO REFER TO THE GRID AT ALL TIMES.**

*Please turn over*

	Language	1	2	3	4	5
<b>C O N T E N T</b>	<b>10 – MARK DIRECTIONS GRID</b>	<b><u>EXCELLENT</u></b> - almost native command of language - appropriate prepositions - correct tenses - virtually no errors	<b><u>GOOD</u></b> - errors not obtrusive - mostly correct prepositions - tenses well-handled - correct punctuation	<b><u>AVERAGE</u></b> - several errors in tenses / prepositions but they do not impede flow - some incorrect punctuation	<b><u>POOR</u></b> - major problems with prepositions and tenses - 1 <sup>st</sup> language influence - punctuation sparse	<b><u>WEAK</u></b> - difficult to understand - too little to assess
<b>A</b>	<b><u>EXCELLENT</u></b> - clear indicators - clear descriptions - clear detail	10				
<b>B</b>	<b><u>GOOD</u></b> - Mostly clear - Some appropriate details	8 - 9	7 - 8	6 - 7	5 - 6	
<b>C</b>	<b><u>AVERAGE</u></b> - Relevant detail - Not many prompts - Generally clear			5 - 6	4 - 5	
<b>D</b>	<b><u>POOR</u></b> - Sometimes wrong directions - Few extra prompts			4 - 5	3 - 4	2 - 3
<b>E</b>	<b><u>WEAK</u></b> - Difficult to follow route - Too short - Very muddled				1 - 2	0 - 1

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

*Please turn over*

**ENGLISH SECOND LANGUAGE: ASSESSMENT OF CONTINUOUS WRITING out of 40**

PAGE 7	LANGUAGE	Excellent	Very Good	Good	Above Average	Average	Below Average	Poor	Very Weak	Unacceptable
<p style="text-align: center;"><b>SG: 40-mark grid</b></p> <p style="text-align: center;"><b>CONTENT</b></p> <p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>- Exceptional development of topic</li> <li>- (non-narrative): several points thoroughly explored</li> <li>- (narrative): strong story line building to a striking climax</li> <li>- excellent introduction and conclusion</li> <li>- vivid detail and/or examples</li> <li>- very realistic, sincere</li> <li>- original, creative</li> </ul> <p><b>VERY GOOD</b></p> <ul style="list-style-type: none"> <li>- topic well developed</li> <li>- (non-narrative): quite a few points explored</li> <li>- (narrative): story flows well, unusual, interesting</li> <li>- very good introduction and ending</li> <li>- very good detail or examples</li> <li>- convincing</li> </ul> <p><b>GOOD</b></p> <ul style="list-style-type: none"> <li>- (non-narrative): several points developed</li> <li>- (narrative): story flows well good introduction and conclusion</li> <li>- attempt at interesting detail and examples</li> </ul> <p><b>ABOVE AVERAGE</b></p> <ul style="list-style-type: none"> <li>- fairly good understanding of topic</li> <li>- (non-narrative): some points developed</li> <li>- (narrative): story reads easily</li> <li>- relevant introduction and conclusion</li> <li>- attempts at interesting detail, examples</li> </ul> <p><b>AVERAGE</b></p> <ul style="list-style-type: none"> <li>- adequate interpretation of topic</li> <li>- (non-narrative): some relevant points but not developed</li> <li>- sometimes repetitive</li> <li>- (narrative): ordinary, sometimes off point</li> <li>- introduction and ending sometimes irrelevant or too long</li> </ul> <p><b>BELOW AVERAGE</b></p> <ul style="list-style-type: none"> <li>- limited understanding of topic</li> <li>- (non-narrative): very few ideas, often repetitive, off topic</li> <li>- general line of thought can be followed</li> <li>- (narrative): story line can be followed but not always clear</li> </ul> <p><b>POOR</b></p> <ul style="list-style-type: none"> <li>- slight understanding of topic, but ideas are muddled</li> <li>- argument of story line can barely be followed</li> </ul> <p><b>VERY WEAK</b></p> <ul style="list-style-type: none"> <li>- no understanding of topic</li> <li>- contents irrelevant or disconnected</li> </ul> <p><b>INADEQUATE</b></p> <ul style="list-style-type: none"> <li>- difficult to connect contents to topic</li> <li>- pre-learned</li> <li>- off topic</li> <li>- too little written assess</li> </ul>	<p style="text-align: center;"><b>A+</b></p>	<ul style="list-style-type: none"> <li>- almost native command of English</li> <li>- uses tenses effortlessly</li> <li>- maintains correct tense sequence</li> <li>- complex sentences</li> <li>- virtually no errors</li> <li>- language evokes vivid images</li> </ul>	<ul style="list-style-type: none"> <li>- as for excellent but there are few more errors</li> <li>- errors are not glaring</li> </ul>	<ul style="list-style-type: none"> <li>- sequence of tenses well handled</li> <li>- errors not obtrusive</li> <li>- composition reads fluently</li> <li>- pleasing vocabulary</li> <li>- generally correct idioms</li> </ul>	<ul style="list-style-type: none"> <li>- some errors in agreement and tenses</li> <li>- can generally handle sequence of tenses</li> <li>- errors in idiom and language do not impede flow</li> </ul>	<ul style="list-style-type: none"> <li>- several errors in agreement and tenses</li> <li>- poor sequence of tenses</li> <li>- mostly simple sentence structures</li> <li>- fair number of grammatical errors</li> <li>- some evidence of first language influence</li> <li>- understanding slightly impeded by errors</li> <li>- fairly limited vocabulary</li> <li>- incorrect terminology</li> </ul>	<ul style="list-style-type: none"> <li>- many errors in agreement and tense</li> <li>- tenses switched continually</li> <li>- simple sentence structures</li> <li>- many grammatical errors</li> <li>- noticeable first language influence</li> <li>- limited vocabulary and word forms</li> </ul>	<ul style="list-style-type: none"> <li>- major problems in verb tenses and agreement</li> <li>- sentences confused and often incomplete</li> <li>- errors seriously impede understanding</li> <li>- inadequate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- incomplete sentences</li> <li>- vocabulary confusing</li> <li>- too little to adequately assess</li> </ul>	<ul style="list-style-type: none"> <li>- very difficult to understand</li> <li>- too short to assess</li> </ul>
		1	2	3	4	5	6	7	8	9

**ENGLISH SECOND LANGUAGE: ASSESSMENT OF CONTINUOUS WRITING out of 20**

PAGE: 8	LANGUAGE	Excellent	Very Good	Good	Above Average	Average	Below Average	Poor	Very Weak	Unacceptable
<p style="text-align: center;"><b>SG: 20-mark grid</b></p>	<p style="text-align: center;"><b>CONTENT</b></p>	<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;"><b>5</b></p>	<p style="text-align: center;"><b>6</b></p>	<p style="text-align: center;"><b>7</b></p>	<p style="text-align: center;"><b>8</b></p>	<p style="text-align: center;"><b>9</b></p>
	<p style="text-align: center;"><b>A+</b></p>	<p style="text-align: center;"><b>19 - 20</b></p>	<p style="text-align: center;"><b>17 - 19</b></p>	<p style="text-align: center;"><b>16 - 18</b></p>	<p style="text-align: center;"><b>14 - 16</b></p>	<p style="text-align: center;"><b>12 - 14</b></p>	<p style="text-align: center;"><b>10 - 12</b></p>			
	<p style="text-align: center;"><b>A</b></p>	<p style="text-align: center;"><b>17 - 19</b></p>	<p style="text-align: center;"><b>16 - 18</b></p>	<p style="text-align: center;"><b>15 - 17</b></p>	<p style="text-align: center;"><b>13 - 15</b></p>	<p style="text-align: center;"><b>12 - 14</b></p>	<p style="text-align: center;"><b>10 - 12</b></p>			
	<p style="text-align: center;"><b>B</b></p>		<p style="text-align: center;"><b>15 - 17</b></p>	<p style="text-align: center;"><b>14 - 16</b></p>	<p style="text-align: center;"><b>12 - 14</b></p>	<p style="text-align: center;"><b>11 - 13</b></p>	<p style="text-align: center;"><b>10 - 12</b></p>	<p style="text-align: center;"><b>8 - 10</b></p>		
	<p style="text-align: center;"><b>C</b></p>		<p style="text-align: center;"><b>14 - 16</b></p>	<p style="text-align: center;"><b>13 - 15</b></p>	<p style="text-align: center;"><b>12 - 14</b></p>	<p style="text-align: center;"><b>11 - 13</b></p>	<p style="text-align: center;"><b>10 - 12</b></p>	<p style="text-align: center;"><b>7 - 9</b></p>	<p style="text-align: center;"><b>6 - 8</b></p>	<p style="text-align: center;"><b>5 - 6</b></p>
	<p style="text-align: center;"><b>D</b></p>			<p style="text-align: center;"><b>12 - 14</b></p>	<p style="text-align: center;"><b>11 - 13</b></p>	<p style="text-align: center;"><b>10 - 12</b></p>	<p style="text-align: center;"><b>9 - 11</b></p>	<p style="text-align: center;"><b>8 - 10</b></p>	<p style="text-align: center;"><b>6 - 7</b></p>	<p style="text-align: center;"><b>5 - 6</b></p>
	<p style="text-align: center;"><b>E</b></p>				<p style="text-align: center;"><b>10 - 12</b></p>	<p style="text-align: center;"><b>9 - 11</b></p>	<p style="text-align: center;"><b>8 - 10</b></p>	<p style="text-align: center;"><b>7 - 9</b></p>	<p style="text-align: center;"><b>6 - 7</b></p>	<p style="text-align: center;"><b>5 - 6</b></p>
	<p style="text-align: center;"><b>F</b></p>						<p style="text-align: center;"><b>7 - 9</b></p>	<p style="text-align: center;"><b>6 - 8</b></p>	<p style="text-align: center;"><b>5 - 6</b></p>	<p style="text-align: center;"><b>4 - 5</b></p>
	<p style="text-align: center;"><b>G</b></p>						<p style="text-align: center;"><b>6 - 8</b></p>		<p style="text-align: center;"><b>4 - 5</b></p>	<p style="text-align: center;"><b>0 - 3</b></p>
	<p style="text-align: center;"><b>H</b></p>							<p style="text-align: center;"><b>5 - 6</b></p>	<p style="text-align: center;"><b>4 - 5</b></p>	<p style="text-align: center;"><b>0 - 3</b></p>





**ENGLISH SECOND LANGUAGE: ASSESSMENT OF CONTINUOUS WRITING out of 10**

PAGE NO		<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>WEAK</u>
	<b>SG: 10-mark grid</b>	- almost native command of language - appropriate formal style - correct tenses - virtually no errors	- errors not obstructive - mostly correct tenses - mostly correct punctuation	- several errors in tenses but they do not impede flow - some incorrect punctuation, spelling, grammar	- major problems with tenses and grammar - 1st language influence - punctuation sparse	- difficult to understand - too little to adequately assess - confused
	<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b><u>EXCELLENT</u></b> - lucid and logical explanations of - clear instruction - appropriate tone	<b>9 - 10</b>	<b>8 - 9</b>	<b>7 - 8</b>		
	<b><u>GOOD</u></b> - mostly sensible/logical - some appropriate detail	<b>8 - 9</b>	<b>7 - 8</b>	<b>6 - 7</b>	<b>5 - 4</b>	
	<b><u>AVERAGE</u></b> - relevant but mundane - generally clear	<b>6 - 7</b>		<b>5 - 4</b>	<b>4 - 3</b>	<b>3 - 2</b>
	<b><u>POOR</u></b> - unclear explanation - illogical or confused			<b>4 - 3</b>	<b>3 - 2</b>	<b>2 - 1</b>
	<b><u>WEAK</u></b> - very muddled - too short				<b>2 - 1</b>	<b>1 - 0</b>