

POSSIBLE ANSWERS FOR :

1

ENGLISH/HG/P3

NATIONAL SENIOR CERTIFICATE EXAMINATION - 2004

DOE

**SECTION A: EXTENDED WRITING**

- This section is marked according to the approved Umalusi-grid for 40 marks.
- (-1) if no title.
- **Length penalty:** if fewer than 150 words, drop down one category diagonally.
- **Inappropriate use of capital letters:** (-1) per section up to (-3) for full paper (N.B. should be referred to Chief Marker).

**QUESTION 1: Thoko's tale**

Narrative/Descriptive

Candidates are expected to write a *frightening* story.**(40)****QUESTION 2: Role model**

Descriptive

Only ONE role model must be described.

Candidate could give details such as character, occupation, behaviour, etc.

Do not penalize if learner chooses a model such as Hitler.

**(40)****QUESTION 3: This world is a man's world**

Argumentative / Discursive

This essay should focus on whether women are less advantaged than men.

This can be a serious OR humorous essay.

Candidate must state his/her position on this issue.

**(40)****QUESTION 4: Sport...**

Discursive

This should focus on the beneficial aspects of sport.

Candidate could discuss how sport exercises the body, mind and teaches self-discipline and good manners.

Do not penalize if learner has not included a title since it was not stipulated in the Question.

**(40)****QUESTION 5: 99% hard work, 1% intelligence**

Discursive / expository/ Narrative

Candidates should focus on the virtues of hard work.

**(40)****TOTAL SECTION A: /40/**

Final marking guideline

**SECTION B: SHORT PIECE ( LETTER)**

- Marked according to the approved Umalusi grid for 20 marks.

**QUESTION 6: INFORMAL LETTER**

Marked according to the approved Umalusi grid for 20 marks

**Format**

Format falls into three major blocks for informal letter:

sender's address  
salutation  
ending

Yours faithfully is too formal and unacceptable and should be penalized (-1).

Accept all endings which are appropriate such as *Your loving friend, Loving wishes, etc.*

Up to two marks can be deducted for inappropriate format.

Deduct only one mark per block even if candidate makes more than one error in that particular block.

Indicate next to the error (-1) and again next to the total.

e.g. D6 = 10 - 1 = 9  
20

**Content**

\* The letter is to be written by a cousin to his/her cousin.

\* The register should be appropriately friendly.

\* He has been diagnosed as HIV positive.

\* Tone of concern.

\* Learners should include all of the following: **give advice, details of where cousin can obtain support and counselling, and what can be done to improve quality of life.**

\* **Assure cousin of loving support.**

N.B. No penalty if inappropriate pronoun, because of error in question.

**Drop a category diagonally if the candidate has written fewer than 90 words. (20)**

**QUESTION 7: FORMAL LETTER OF COMPLAINT**

Marked according to the approved Umalusi grid for 20 marks

**Format**

Format falls into four major blocks for formal letter:

sender's address

recipient's address

salutation followed by heading

ending

Accept Yours faithfully, Yours sincerely or Yours truly (No other ending) +

signature

N.B. \*Heading: is not compulsory, but if there is a heading it must follow the salutation.

\*Signature: candidate should write his first name (or initial) + surname

But if the candidate writes an illegible signature, he/she must write his/her full name underneath. (If omitted, penalize for format)

Final marking guideline

Up to two marks can be deducted for inappropriate format but deduct only one mark per block even if candidate makes more than one error in that particular block.

Indicate next to the error (-1) and again next to the total.

e.g. D6 = 10 – 1 =  $\frac{9}{20}$

N.B. Do not penalize if learner has used a 'computer' format for addresses (i.e. all lined up on left).

#### Content

- \* Letter to the National Minister of Health
- \* Do not penalise if the recipient's address is not in Pretoria or Cape Town.
- \* Relate how the friend was injured and needed to be hospitalised and the difficulties he encountered in communicating with the hospital staff because there was no sign-language interpreter.
- \* Voice concern and suggest that there should be interpreters in all state hospitals.
- \* Tone should be respectful but firm.

Drop a category diagonally if the candidate has written less than 90 words.

(20)

#### QUESTION 8: LETTER TO THE EDITOR

Marked according to the approved Umalusi grid for 20 marks

#### Format

Format falls into four major blocks for formal letter:

sender's address

recipient's address

salutation followed by heading

ending

Accept Yours faithfully OR Yours sincerely (No other ending) + signature

N.B. \*Heading: is not compulsory, but if there is a heading it must follow the salutation.

\*Signature: candidate should write his first name (or initial) + surname

but if the candidate writes an illegible signature, he/she must write his/her full name underneath.

(If omitted, penalize for format)

\*If learner has written a pseudonym, there is no need for Yours faithfully, but sender's full name must be written underneath.

Up to two marks can be deducted for inappropriate format but deduct only one mark per block even if candidate makes more than one error in that particular block.

Indicate next to the error (-1) and again next to the total.

e.g. D6 = 10 – 1 =  $\frac{9}{20}$

N.B. Do not penalize if learner has used a 'computer' format for addresses (i.e. all lined up on left).

#### Content

- \* Candidates must include THREE points: views, objections and pressure on advertisers.

Drop a category diagonally if the candidate has written fewer than 90 words.

(20)

TOTAL SECTION B: /20/

### SECTION C: OTHER SHORT PIECES OF WRITING

Marked according to the approved Umalusi grids for 20 marks and 10 marks.

#### QUESTION 9: MEMORANDUM

Any appropriate layout is acceptable, but it must be correct (e.g., if a letter format is used, the format must be correct).

If written as a CV or a Letter of Application (-1)

Memo to Head of Department stating why the writer feels he/she deserves promotion. If not addressed to Head of Department (or HOD) -1.

Drop a category diagonally if the candidate has written fewer than 90 words (body). (20)

#### QUESTION 10: DIARY ENTRIES

Note that there are TWO parts to this question

N.B. Each part marked according to the approved Umalusi 10-mark grid.

(-1) if no date, day or any other time indicator (but only penalize for one entry)

(-1) if not written in the first person (but only penalize for one entry)

10.1. Candidate must imagine himself/herself to be a parent giving his/her thoughts and feelings about his/her child's decision to drop out of matric.

Drop a category diagonally if the candidate has written fewer than 50 words. (10)

AND

10.2. Candidate must imagine himself/herself to be the child and justify his/her decision to drop out of matric.

Drop a category diagonally if the candidate has written fewer than 50 words. (10)  
[20]

#### QUESTION 11: DIALOGUE (in play format)

##### Format

Dialogue should be in play format. Penalise up to a maximum of 2 marks as follows: use of inverted commas (-1); no colons (-1).

##### Content

Dialogue between you and your friend (girl).

You could express your worry and concern about her emotional state.

Suggest professional help and/or peer counselling/church groups, etc.

Express your sympathy with the fact that she cannot find a job.

Suggest ways in which she could help herself, such as through entrepreneurship programmes, etc.

Tone should be sympathetic and positive.

(-1) if not about a girl.

Drop a category diagonally if the candidate has written fewer than 90 words. (20)

**TOTAL SECTION C: /20/**

**GRAND TOTAL: 80**

		Excellent	Very Good	Good	Above Average	Average	Below Average	Poor	Very Weak	Unacceptable
<p><b>ENGLISH ADDITIONAL LANGUAGE HIGHER GRADE GRID: 40 MARKS</b></p>		<ul style="list-style-type: none"> <li>excellent command of English idiom.</li> <li>perfect agreement.</li> <li>uses idiom effortlessly.</li> <li>complex sentences.</li> <li>language evokes vivid images.</li> <li>language manipulated skilfully.</li> <li>virtually no errors.</li> </ul>	<ul style="list-style-type: none"> <li>as for excellent but there are a few more errors.</li> <li>errors are not glaring.</li> </ul>	<ul style="list-style-type: none"> <li>generally correct idiom.</li> <li>agreement handled.</li> <li>uses idiom well.</li> <li>good sentence structure.</li> <li>pleasing vocabulary.</li> <li>good use of pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>adequate use of idiom.</li> <li>some errors in agreement.</li> <li>can generally handle idiom.</li> <li>adequate vocabulary.</li> <li>few errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>slightly incorrect use of idiom.</li> <li>mother tongue influence impedes flow.</li> <li>several errors in agreement.</li> <li>sentences inconsistent.</li> <li>mostly simple sentence structure.</li> <li>ordinary vocabulary.</li> <li>some errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>poor use of idiom.</li> <li>extensive mother tongue influence.</li> <li>major problems in agreement.</li> <li>poor verb forms.</li> <li>sentences confused and often incomplete.</li> <li>inadequate vocabulary.</li> <li>frequent errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>unidiomatic.</li> <li>governed by use of mother-tongue.</li> <li>very little agreement.</li> <li>very weak verb forms.</li> <li>modified and incomplete sentences.</li> <li>inappropriate vocabulary.</li> <li>countless errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>hardly any use of linguistic options.</li> <li>very difficult to understand.</li> <li>verging on unintelligible.</li> </ul>	
	<p><b>CONTENT</b></p> <p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>exceptional development of topic.</li> <li>original, creative, imaginative.</li> <li>(non-narrative) argument logically developed and ideas 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>reliable, accurate, relevant.</li> </ul> <p><b>VERY GOOD</b></p> <ul style="list-style-type: none"> <li>topic well developed.</li> <li>thought provoking, interesting, convincing.</li> <li>(non-narrative) several points explored and logically developed.</li> <li>(narrative) story flows well, stretching, unusual.</li> <li>very good introduction and ending.</li> <li>very good detail and/or examples.</li> </ul> <p><b>GOOD</b></p> <ul style="list-style-type: none"> <li>coherent overall.</li> <li>(non-narrative) well planned, a few points developed.</li> <li>(narrative) story flows well, shows potential.</li> <li>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>adequate development of topic.</li> <li>(non-narrative) evidence of planning, some points developed.</li> <li>(narrative) story flows easily.</li> <li>relevant introduction and conclusion.</li> <li>detail adequate.</li> </ul> <p><b>AVERAGE</b></p> <ul style="list-style-type: none"> <li>approximate if arbitrary content.</li> <li>(non-narrative) some relevant points but not developed, may be repetitive.</li> <li>(narrative) ordinary, predictable.</li> <li>introduction and conclusion may be omitted or inadequate.</li> </ul> <p><b>BELOW AVERAGE</b></p> <ul style="list-style-type: none"> <li>attempt at addressing topic but not always clear.</li> <li>(non-narrative) very few ideas, often repetitive, conclusions off topic, general line of thought can be followed.</li> <li>(narrative) story line can be followed but not always clear.</li> <li>introduction/conclusion omitted or inadequate.</li> </ul> <p><b>POOR</b></p> <ul style="list-style-type: none"> <li>slight understanding of topic, but ideas are muddled, confused.</li> <li>organizes matter story line can barely be followed.</li> <li>little evidence of planning.</li> </ul> <p><b>VERY WEAK</b></p> <ul style="list-style-type: none"> <li>no regard attempt to answer the question.</li> <li>contains irrelevant or disconnected.</li> <li>no evidence of planning.</li> </ul> <p><b>INADEQUATE</b></p> <ul style="list-style-type: none"> <li>difficult to connect content to topic.</li> <li>poor ideas.</li> </ul>	<ul style="list-style-type: none"> <li>misicably incorrect use of idiom.</li> <li>mother tongue influence impedes flow.</li> <li>many errors in agreement.</li> <li>sentences confused and often incomplete.</li> <li>inadequate vocabulary.</li> <li>frequent errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>poor use of idiom.</li> <li>extensive mother tongue influence.</li> <li>major problems in agreement.</li> <li>poor verb forms.</li> <li>sentences confused and often incomplete.</li> <li>inadequate vocabulary.</li> <li>frequent errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>unidiomatic.</li> <li>governed by use of mother-tongue.</li> <li>very little agreement.</li> <li>very weak verb forms.</li> <li>modified and incomplete sentences.</li> <li>inappropriate vocabulary.</li> <li>countless errors in pronouns.</li> <li>prepositions.</li> <li>parts of speech.</li> <li>punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>hardly any use of linguistic options.</li> <li>very difficult to understand.</li> <li>verging on unintelligible.</li> </ul>					
		1	2	3	4	5	6	7	8	9
		36-40	34-38	32-35	28-31	24-27	20-23	16-19	12-15	8-11
		A+	A	B	C	D	E	F	G	H

	Excellent	Very Good	Good	Above Average	Average	Below Average	Poor	Very Poor	Unassessable
<p><b>ENGLISH ADDITIONAL LANGUAGE HIGHER GRADE GRID: 20 MARKS</b></p> <p><b>CONTENT</b></p> <p><b>EXCELLENT</b></p> <ul style="list-style-type: none"> <li>exceptional development of topic.</li> <li>original, creative, imaginative.</li> <li>less-creative) argument logically developed and ideas thoroughly explored.</li> <li>flawless) strong story line leading to a satisfying climax.</li> <li>excellent introduction and conclusion.</li> <li>vivid detail and/or examples.</li> <li>realistic, concise, correct.</li> </ul> <p><b>VERY GOOD</b></p> <ul style="list-style-type: none"> <li>topic well developed.</li> <li>thought-provoking, interesting, convincing.</li> <li>less-creative) several points explored and logically developed.</li> <li>flawless) story flows well, convincing, correct.</li> <li>very good introduction and ending.</li> <li>very good detail and/or examples.</li> </ul> <p><b>GOOD</b></p> <ul style="list-style-type: none"> <li>coherent overall.</li> <li>less-creative) well-planned, a few points developed.</li> <li>flawless) story flows well, shows potential.</li> <li>good introduction and conclusion.</li> </ul> <p><b>ABOVE AVERAGE</b></p> <ul style="list-style-type: none"> <li>adequate development of topic.</li> <li>less-creative) reasonable planning, some points developed.</li> <li>flawless) story needs work.</li> <li>adequate introduction and conclusion.</li> <li>details adequate.</li> </ul> <p><b>AVERAGE</b></p> <ul style="list-style-type: none"> <li>appropriate if ordinary content.</li> <li>less-creative) many relevant points but not developed, may be repetitive.</li> <li>flawless) ordinary, pedestrian.</li> <li>introduction and conclusion may be omitted or inadequate.</li> </ul> <p><b>BELOW AVERAGE</b></p> <ul style="list-style-type: none"> <li>attempt at addressing topic but not always clear.</li> <li>less-creative) very few ideas, often repetitive, confusion of topic, general line of thought can be followed.</li> <li>flawless) story line can be followed but not always clear.</li> <li>introduction/conclusion omitted or inadequate.</li> </ul> <p><b>POOR</b></p> <ul style="list-style-type: none"> <li>slight understanding of topic, but ideas are unrelated.</li> <li>flawless) argument under story line can barely be followed.</li> <li>many problems of planning.</li> </ul> <p><b>VERY POOR</b></p> <ul style="list-style-type: none"> <li>no attempt to address the question.</li> <li>content irrelevant or disconnected.</li> <li>no evidence of planning.</li> </ul> <p><b>UNASSESSABLE</b></p> <ul style="list-style-type: none"> <li>difficult to assess content in topic.</li> <li>pre-learned.</li> <li>off topic.</li> </ul>	<p>1</p> <p>18 - 20</p> <p>A+</p> <p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p> <p>F</p> <p>G</p> <p>H</p>	<p>2</p> <p>17 - 19</p> <p>16 - 18</p> <p>15 - 17</p> <p>14 - 16</p> <p>13 - 15</p> <p>12 - 14</p> <p>10 - 12</p> <p>10 - 12</p> <p>9 - 11</p> <p>8 - 10</p>	<p>3</p> <p>16 - 18</p> <p>15 - 17</p> <p>14 - 16</p> <p>13 - 15</p> <p>12 - 14</p> <p>11 - 13</p> <p>10 - 12</p> <p>10 - 12</p> <p>9 - 11</p> <p>8 - 10</p>	<p>4</p> <p>14 - 16</p> <p>13 - 15</p> <p>12 - 14</p> <p>11 - 13</p> <p>10 - 12</p> <p>9 - 11</p> <p>8 - 10</p> <p>7 - 9</p> <p>6 - 8</p> <p>5 - 7</p> <p>4 - 6</p>	<p>5</p> <p>12 - 14</p> <p>11 - 13</p> <p>10 - 12</p> <p>9 - 11</p> <p>8 - 10</p> <p>7 - 9</p> <p>6 - 8</p> <p>5 - 7</p> <p>4 - 6</p>	<p>6</p> <p>10 - 12</p> <p>9 - 11</p> <p>8 - 10</p> <p>7 - 9</p> <p>6 - 8</p> <p>5 - 7</p> <p>4 - 6</p> <p>3 - 5</p>	<p>7</p> <p>8 - 10</p> <p>7 - 9</p> <p>6 - 8</p> <p>5 - 7</p> <p>4 - 6</p> <p>3 - 5</p>	<p>8</p> <p>6 - 8</p> <p>5 - 7</p> <p>4 - 6</p> <p>3 - 5</p>	<p>9</p> <p>4 - 6</p> <p>3 - 5</p> <p>0 - 1</p>

**ENGLISH ADDITIONAL LANGUAGE HIGHER GRADE GRID: 20 MARKS**

**CONTENT**

**EXCELLENT**

- exceptional development of topic.
- original, creative, imaginative.
- less-creative) argument logically developed and ideas thoroughly explored.
- flawless) strong story line leading to a satisfying climax.
- excellent introduction and conclusion.
- vivid detail and/or examples.
- realistic, concise, correct.

**VERY GOOD**

- topic well developed.
- thought-provoking, interesting, convincing.
- less-creative) several points explored and logically developed.
- flawless) story flows well, convincing, correct.
- very good introduction and ending.
- very good detail and/or examples.

**GOOD**

- coherent overall.
- less-creative) well-planned, a few points developed.
- flawless) story flows well, shows potential.
- good introduction and conclusion.

**ABOVE AVERAGE**

- adequate development of topic.
- less-creative) reasonable planning, some points developed.
- flawless) story needs work.
- adequate introduction and conclusion.
- details adequate.

**AVERAGE**

- appropriate if ordinary content.
- less-creative) many relevant points but not developed, may be repetitive.
- flawless) ordinary, pedestrian.
- introduction and conclusion may be omitted or inadequate.

**BELOW AVERAGE**

- attempt at addressing topic but not always clear.
- less-creative) very few ideas, often repetitive, confusion of topic, general line of thought can be followed.
- flawless) story line can be followed but not always clear.
- introduction/conclusion omitted or inadequate.

**POOR**

- slight understanding of topic, but ideas are unrelated.
- flawless) argument under story line can barely be followed.
- many problems of planning.

**VERY POOR**

- no attempt to address the question.
- content irrelevant or disconnected.
- no evidence of planning.

**UNASSESSABLE**

- difficult to assess content in topic.
- pre-learned.
- off topic.

			Excellent	Good	Average	Poor	Weak
			- excellent command of English idiom. - appropriate register and tone. - correct tenses - virtually no errors.	- minimal errors. - adequate register and tone. - mostly correct tenses - mostly correct grammar.	- several errors but they do not impede flow. - register and tone sometimes inappropriate. - tenses sometimes inconsistent. - some incorrect grammar.	- serious errors which impede understanding. - inappropriate register and tone. - inconsistent tenses. - poor grammar.	- difficult to understand. - confused. - incoherent.
<b>ENGLISH ADDITIONAL LANGUAGE HIGHER GRADE: 10 MARK GRID</b>	<b>LANGUAGE</b>						
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>CONTENT</b>							
<b>EXCELLENT</b> - lucid and logical. - excellent introduction and conclusion where appropriate. (e.g. letter, speech, report, review).	<b>H</b>	<b>9 - 10</b>	<b>8 - 9</b>	<b>7 - 8</b>	<b>6 - 7</b>	<b>5 - 4</b>	<b>3 - 2</b>
<b>GOOD</b> - content sound. - good introduction and conclusion where appropriate (e.g. letter, speech, report, review).	<b>I</b>	<b>8 - 9</b>	<b>7 - 8</b>	<b>6 - 7</b>	<b>5 - 4</b>	<b>4 - 3</b>	<b>3 - 2</b>
<b>AVERAGE</b> - relevant but mundane. - generally clear. - adequate introduction and conclusion where appropriate (e.g. letter, speech, report, review).	<b>J</b>						
<b>POOR</b> - unclear. - vague attempt to answer the question. - illogical or confused. - introduction/conclusion may be omitted or inadequate (e.g. letter, speech, report, review).	<b>K</b>						
<b>WEAK</b> - very muddled. - irrelevant. - no introduction/conclusion (e.g. letter, speech, report, review).	<b>L</b>						