# Bergvliet High School

# English Home Language

**Name:** _____

**Grade:** _____

**Final Examination 2024** | **Time: 3 Hours**

**Grade: 11** | **Examiner: Mrs Haripershad**

**English Paper 3 – 100 marks** | **Moderator: English Department**

| | Marks | Learner Mark |
|---|---|---|
| **TOTAL SECTION A & B** | **100** | |

| Section | Indicate topic number | | Marks | Learner Mark |
|---|---|---|---|---|
| A | | Essay | 50 | |
| B | | Transactional Text | 25 | |
| B | | Transactional Text | 25 | |

First Transactional

6.4 APPENDIX D: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|
| **CONTENT, PLANNING & FORMAT**<br><br>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context<br><br>**15 MARKS** | **13–15**<br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | **10–12**<br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | **7–9**<br>-Adequate response demonstrating knowledge of features of the type of text<br>-Not completely focused – some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | **4–6**<br>-Basic response demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Has vaguely applied necessary rules of format<br>-Some critical oversights | **0–3**<br>-Response reveals no knowledge of features of the type of text<br>-Meaning is obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Has not applied necessary rules of format |
| **LANGUAGE, STYLE & EDITING**<br><br>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling<br><br>**10 MARKS** | **9–10**<br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free | **7–8**<br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors | **5–6**<br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning | **3–4**<br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured | **0–2**<br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired |

**PLEASE DETACH THIS PAGE AND ATTACH IT TO THE FRONT OF YOUR ANSWER SHEETS.**

# Second Transactional

**6.4 APPENDIX D: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)**

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|
| **CONTENT, PLANNING & FORMAT**<br><br>Response and ideas;<br>Organisation of ideas for planning;<br>Purpose, audience, features/conventions and context<br><br>**15 MARKS** | **13–15**<br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | **10–12**<br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | **7–9**<br>-Adequate response demonstrating knowledge of features of the type of text<br>-Not completely focused – some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | **4–6**<br>-Basic response demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Has vaguely applied necessary rules of format<br>-Some critical oversights | **0–3**<br>-Response reveals no knowledge of features of the type of text<br>-Meaning is obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Has not applied necessary rules of format |
| **LANGUAGE, STYLE & EDITING**<br><br>Tone, register, style, purpose/effect, audience and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br>**10 MARKS** | **9–10**<br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free | **7–8**<br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors | **5–6**<br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning | **3–4**<br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured | **0–2**<br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired |

**ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE (50 MARKS)**

**NOTE:**

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper- and a lower-level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper-level and lower-level division.

| Criteria | | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|---|
| **CONTENT & PLANNING**<br><br>(Response and ideas)<br>Organisation of ideas for planning;<br>Awareness of purpose, audience and context<br><br>**30 MARKS** | Upper level | **28–30**<br>-Outstanding/Striking response beyond normal expectations<br>-Intelligent, thought-provoking and mature ideas<br>-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending | **22–24**<br>-Very well-crafted response<br>-Fully relevant and interesting ideas with evidence of maturity<br>-Very well organised and coherent (connected), including introduction, body and conclusion/ ending | **16–18**<br>-Satisfactory response<br>-Ideas are reasonably coherent and convincing<br>-Reasonably organised and coherent, including introduction, body and conclusion/ending | **10–12**<br>-Inconsistently coherent response<br>-Unclear ideas and unoriginal<br>-Little evidence of organisation and coherence | **4–6**<br>-Totally irrelevant response<br>-Confused and unfocused ideas<br>-Vague and repetitive<br>-Unorganised and incoherent |
| | Lower level | **25–27**<br>-Excellent response but lacks the exceptionally striking qualities of the outstanding essay<br>-Mature and intelligent ideas<br>-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending | **19–21**<br>-Well-crafted response<br>-Relevant and interesting ideas<br>-Well organised and coherent (connected), including introduction, body and conclusion | **13–15**<br>-Satisfactory response but some lapses in clarity<br>-Ideas are fairly coherent and convincing<br>-Some degree of organisation and coherence, including introduction, body and conclusion | **7–9**<br>-Largely irrelevant response<br>-Ideas tend to be disconnected and confusing<br>-Hardly any evidence of organisation and coherence | **0–3**<br>-No attempt to respond to the topic<br>-Completely irrelevant and inappropriate<br>-Unfocused and muddled |
| **LANGUAGE, STYLE AND EDITING**<br><br>Tone, register, style, vocabulary appropriate to purpose/effect and context;<br>Word choice;<br>Language use and conventions, punctuation, grammar, spelling<br><br>**15 MARKS** | Upper level | **14–15**<br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Exceptionally impressive use of language<br>-Compelling and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Very skilfully crafted | **11–12**<br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Language is effective and a consistently appropriate tone is used<br>-Largely error-free in grammar and spelling<br>-Very well crafted | **8–9**<br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Appropriate use of language to convey meaning<br>-Tone is appropriate<br>-Rhetorical devices used to enhance content | **5–6**<br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Very basic use of language<br>-Tone and diction are inappropriate<br>-Very limited vocabulary | **0-3**<br>-Language incomprehensible<br>-Tone, register, style and vocabulary not appropriate to purpose, audience and context<br>-Vocabulary limitations so extreme as to make comprehension impossible |
| | Lower level | **13**<br>-Language excellent and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Skilfully crafted | **10**<br>-Language engaging and generally effective<br>-Appropriate and effective tone<br>-Few errors in grammar and spelling<br>-Well crafted | **7**<br>-Adequate use of language with some inconsistencies<br>-Tone generally appropriate and limited use of rhetorical devices | **4**<br>-Inadequate use of language<br>-Little or no variety in sentences<br>-Exceptionally limited vocabulary | |
| **STRUCTURE**<br><br>Features of text;<br>Paragraph development and sentence construction<br><br>**5 MARKS** | | **5**<br>-Excellent development of topic<br>-Exceptional detail<br>-Sentences, paragraphs exceptionally well-constructed | **4**<br>-Logical development of details<br>-Coherent<br>-Sentences, paragraphs logical, varied | **3**<br>-Relevant details developed<br>-Sentences, paragraphs well-constructed<br>-Essay still makes sense | **2**<br>-Some valid points<br>-Sentences and paragraphs faulty<br>-Essay still makes some sense | **0–1**<br>-Necessary points lacking<br>-Sentences and paragraphs faulty<br>-Essay lacks sense |

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections:

| | | |
|---|---|---|
| SECTION A: | Essay | (50 marks) |
| SECTION B: | Longer Transactional Texts | (2 x 25 marks) |

2. **Answer ONE question from SECTION A and TWO questions from SECTION B**.

3. Write in the language in which you are being assessed.

4. Start EACH section on a NEW page.

5. You are strongly advised to spend approximately 100 minutes on Section A and 40 minutes on each question from Section B.

6. Number each response as the topics are numbered on the question paper.

7. Give each response a suitable title/heading as indicated by the question.
   NOTE: The title / heading must NOT be considered when doing a word count.

8. Pay attention to spelling, sentence construction and language.

9. THE WRITING PROCESS

   a. There must be clear evidence that you have planned, proofread and edited your work.
   b. This planning (mind map / diagram / flow chart / key words) must appear BEFORE the essay and the transactional pieces.
   c. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.

10. Write neatly and legibly.

11. **PLEASE DETACH THE FRONT COVER (Pages 1 & 2) AND ATTACH IT TO YOUR ANSWER SHEETS.**

## SECTION A: ESSAY

## QUESTION 1

Write an essay of **350 – 400 words** (2 pages) on **ONE** of the following topics. Write down the NUMBER and the TITLE/HEADING of your essay.

1.1 Second chances! **[50]**

1.2 The most beautiful fruit may contain a worm.
(*Zulu proverb*) **[50]**

1.3 I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me road
*(*Lyrics by *Katy Perry)* **[50]**

1.4 We sat in silence, the unspoken truth hanging heavily between us. **[50]**

1.5 We live in an age of instant gratification! **[50]**

1.6 'Forgiveness is the fragrance the violet sheds on the heel that has crushed it.' **[50]**
(*Mark Twain)*

1.7 The pictures reproduced on the next page may evoke a reaction or a feeling in you or stir your imagination. Select **ONE** picture and write an essay in response.

Write the question number (1.7.1, 1.7.2 or 1.7.3) of your choice and give your essay a title.
NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



**[50]**

1.7.2



**[50]**

1.7.3



**[50]**

**TOTAL SECTION A: 50**

## SECTION B: TRANSACTIONAL WRITING

## QUESTION 2

- Respond to **TWO** of the following topics.
- The body of your answer should be **180 – 200 words** in length.
- Write down the number and title/heading of both questions you have chosen e.g. 2.1 Newspaper Article.
- Pay careful attention to the following:
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format

### 2.1 NEWSPAPER ARTICLE

Reality television shows are often criticised for cheap sensationalism.
Write a newspaper article, expressing various views on reality television shows. **[25]**

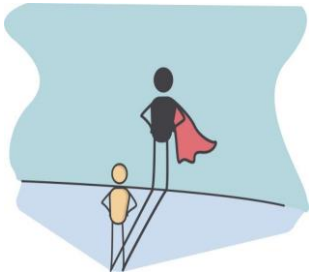
### 2.2 FORMAL LETTER

One of your most prized possessions cannot be repaired because it is considered obsolete. You were advised by many trading stores that this particular item will no longer be manufactured.

Write a letter to the manufacturer, expressing your displeasure with this situation.

**[25]**

### 2.3 EMAIL



The Social Welfare Organisation is hosting a competition for the best role model in your community. Send an email to the Organiser of the competition, Ms Majorie: **MMajorie@swo.org.za**, in which you nominate an admirable person for the title, "Best Role Model – 2024". **[25]**

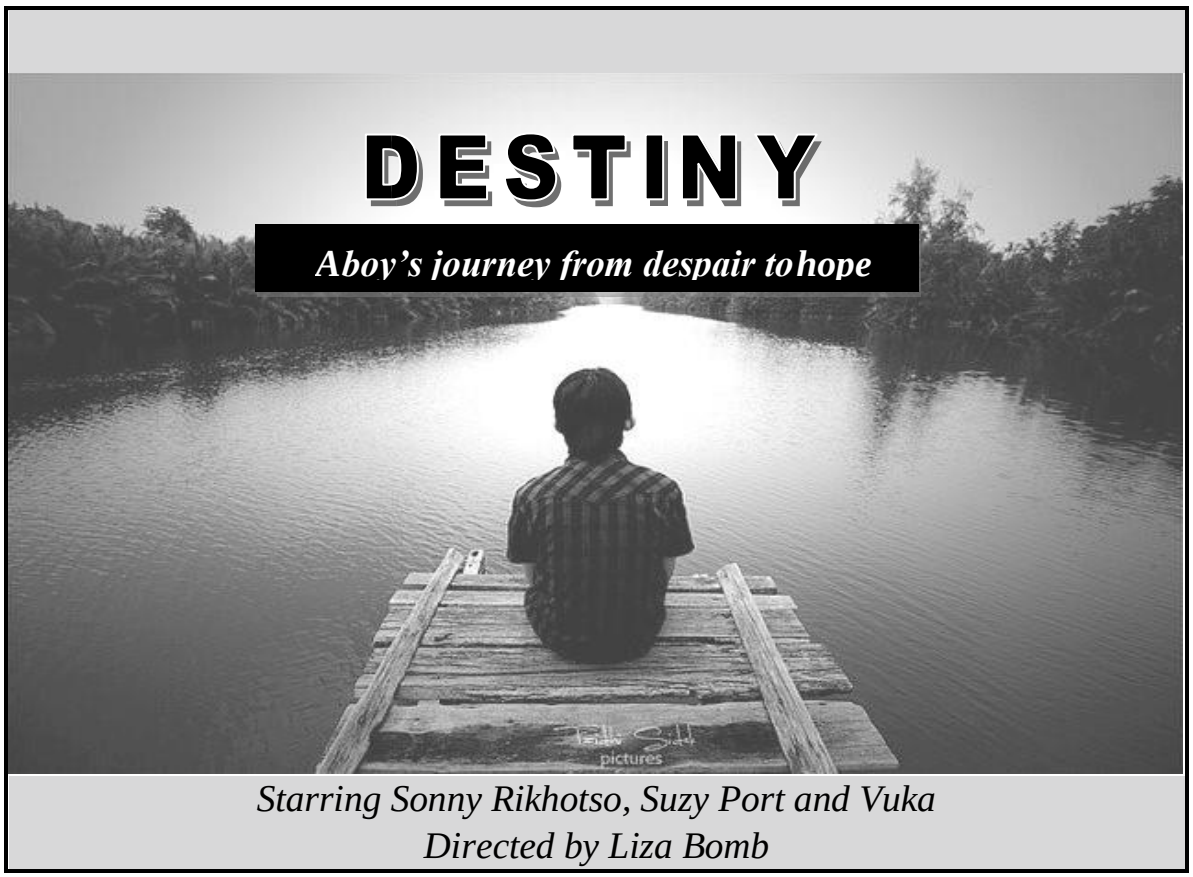
2.4 **SPEECH**



*"I hated every minute of training, but I said, don't quit. Suffer now and live the rest of your life as a champion."* (Mohammed Ali)

Use the above quotation as inspiration to prepare a speech for your sports team or cultural club/society. **[25]**

2.5 **FILM REVIEW**




[Adapted from www.psidd.com]

You have watched a film titled ***Destiny***. A poster advertising the film appears above. Write a review of the film that will appear in a local magazine. **[25]**

## 2.6 DIALOGUE



You recently made a purchase which you were extremely dissatisfied with. You decided to take the item back to the store.

Write the dialogue that ensures between you and Mr Aider, the manager of the store.

**[25]**

## 2.7 LETTER TO THE EDITOR

You have read the following article on rude behaviour.

**WHERE HAVE OUR MANNERS GONE?**
***It is time we regained our manners!***

Are you bugged by parking bay thieves? Bad drivers? Friends who answer their cell phones in mid conversation? Are you – gulp – one of them? Perhaps it is time we revived the lost arts of politeness, consideration and respect!

[Source: *Fairlady*]

Write a letter to the Editor of your local newspaper in response to the article. **[25]**

**TOTAL SECTION B: [2 x 25 = 50]**

**GRAND TOTAL: 100 MARKS**