



GRADE 11 EXAMINATION
NOVEMBER 2007

**ENGLISH FIRST ADDITIONAL LANGUAGE PAPER II
WRITING PAPER**

MARKING GUIDELINES

Time: 2½ hours

100 marks

The marking guide is a working document prepared for use by teachers as they assess the Grade 11 externally set examinations.

There may be different interpretations of the marking guidelines but the teacher should keep as closely as possible to the suggested way of assessing. When in doubt, a teacher should check with another member of the cluster or with the relevant Assessment Specialist.

SECTION A

QUESTION 1

Dialogue format ✓ (140 – 160 words) (1)

Change: From bribery, corruption, using people to make a profit
 Jewish people were humbled, lost their homes, jobs, money
 First sign to make him think – when an old machinist thanked
 He started losing workers; unnecessarily shot the day they chased all the Jews out of the Ghetto, was the changing point
 Schindler and a lady witnessed the atrocities while on horseback

 He is shocked
 He spots the girl in the red coat
 He started changing and caring and giving people jobs (6)

Girl red coat: She is young, small and innocent
 She could not escape the cruel Nazi's and was also killed
 This shocked Schindler (3)

10 marks

QUESTION 2

Diary entry ✓ (140 – 160 words) (1)

Stern: He could not be corrupted or bribed
 He had strong moral values and ethics
 Modest
 He made up jobs for Jews so that they could be labelled as essential workers
 He was a hard worker, honest, clever and reliable
 He cared for his fellow Jews and tried to save them
 He asked Schindler: "What are you going to do?"
 Much later he took a drink from S
 He helped make the list to save the Jews
 He was fearless (6)

Goeth: Malicious, sadist, murderer
 Killed in cold blood
 He hunted people like animals
 He had not set rules
 People meant nothing to him
 He was greedy and could be bribed (3)

10 marks

QUESTION 3

Speech format essay
(220 – 250 words)

Why winner? He dramatically changed from a suave, womanising, greedy businessman – profit – human sympathy
He saved 1 100 Jews

His perspective and priority changed
He spoke to Goeth
He started giving food to Stern and his lighter
He gave a man who was almost killed work in his factory
Stern told him about people suffering, and he started changing and gave them jobs
His factory was a haven and the Jews started seeing him as a good man
Schindler gave a guard his watch to bribe him to save an old couple
His mindset changed and he saw Jews as human beings
He showed sympathy to people
He realised that they abused power
He realised it was more difficult not to kill – it was power to pardon
Schindler stood by at the medical tests and saved many of his workers
He went to the trains where people were kept as cattle.
He had them hosed down so that they could get water
He bribed guard to give people water at every stop
After he was released from jail, he saw thousands being burnt
He forced Goeth to put in a good word for him
He went to Goeth with loads of money to buy his workers so that they would not go to Auschwitz
He said he would make artillery shells – but did not have one shell in working condition
He made his list of people he could "buy" and save.
He bought and paid for them with all his savings
The list meant/represented life.
He wagered a bet to save Helena Hirsch
He gave them hot soup and bread after the long train ride to his hometown
The women's train was sent to Auschwitz. Oskar was angry.
He gave all his diamonds and bargained to get them back.
He also saved the girls by saying they polished the insides of the shells
He did not allow the guard to be brutal towards his workers (no executions)
He allowed them to celebrate the Sabbath. He gave wine
He spent millions sustaining his workers and bribing officials
He was broke in the end

He told the guards to be men, not murderers
 He gave them cloth, vodka, cigarettes after the war
 1 100 alive because of his help

Whoever saves one life, saves the world entire!

There will be generations because of what he did (2 + 18 = 20)

SECTION B

QUESTION 1

Point form summary ✓
 Heading for poster ✓✓ (-½ for language or spelling error)
 Choice of picture ✓ (the number)

Ten descriptive words (theme and emotions) (6)

Content: Ideas and choice should be skilful
 Logical order, creative interpretation
 Clear arguments and interpretation (9)

20 marks

QUESTION 2

See separate rubric.

		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not Achieved
SHORTER TRANSACTIONAL TEXTS 20 MARKS	LANGUAGE	<ul style="list-style-type: none"> - Has applied all the necessary rules of format. - Text is grammatically accurate and well constructed. - Vocabulary is very appropriate to purpose, audience and context. - Style, tone, register very appropriate. - Text virtually error-free following proofreading, editing. - Length correct 	<ul style="list-style-type: none"> - Has applied the necessary rules of format. - Text is well constructed and accurate. - Vocabulary is mostly appropriate to purpose, audience and context. - Style, tone and register mostly appropriate. - Text largely error-free following proofreading, editing. - Length correct. 	<ul style="list-style-type: none"> - Has applied most of the necessary rules of format. - Text is well constructed and easy to read. - Vocabulary is adequate for the purpose, audience and context. - Style, tone and register adequately appropriate. - Text mostly error-free following proofreading, editing. - Length correct 	<ul style="list-style-type: none"> - Has applied an adequate idea of the requirements of format. - Text is adequately constructed. Errors do not impede flow. - Vocabulary is adequate for the purpose, audience and context. - Style, tone and register adequately appropriate. Text still contains few errors following proofreading, editing. - Length correct 	<ul style="list-style-type: none"> - Has a moderate idea of the requirements of format. - Some critical oversights. - Text is basically constructed. Several errors. - Vocabulary is limited and not very suitable for the purpose, audience and context. - Lapses in style, tone and register. - Text contains several errors following proofreading, editing. - Length – too long / short. 	<ul style="list-style-type: none"> - Has vaguely applied the necessary rules of format – text is poorly constructed and difficult to follow. - Vocabulary required remediation and not suitable for purpose, audience and context. - Style, tone and register inappropriate. - Text error-ridden despite proofreading, editing. - Length – too long / short 	
	CONTENT	Code 7: 80 – 100%	Code 6: 70 – 29%	Code 5: 60 – 69%	Code 4: 50 – 59%	Code 3: 40 – 49%	Code 2: 30 – 39%	Code 1: 00 – 29%
<ul style="list-style-type: none"> - Outstanding - Specialised knowledge of requirements of the text. - Disciplined writing. Learner maintains thorough focus, no digressions. - Text fully coherent in content and ideas, and all details support the topic. - Evidence of planning and/or drafting has produced a virtually flawless, presentable text. 	Code 7: 80 – 100%							
		16 – 20	16	15 – 20				

<p>Meritorious</p> <ul style="list-style-type: none"> - Good knowledge of requirements of the text. - Disciplined writing – learner maintains focus, hardly any digressions. - Text is coherent and ideas, with all details supporting the topic. - Evidence of planning and/or drafting has produced a well crafted, presentable text. 	<p>Code 6: 70 – 29%</p>	<p>16</p>	<p>15 – 18</p>	<p>14</p>	<p>13</p>			
<p>Substantial</p> <ul style="list-style-type: none"> - Fair knowledge of requirements of the text. - Writing – learner maintains focus with minor digressions - Text is coherent in content and ideas, and details support the topic. - Evidence of planning and/or drafting has produced a presentable and good text. 	<p>Code 5: 60 – 69%</p>	<p>14 -1 8</p>	<p>16</p>	<p>15</p>	<p>14</p>	<p>13</p>		

<p>Adequate</p> <ul style="list-style-type: none"> - Adequate knowledge of requirements of the text. - Writing – learners digresses from topic but does not impede overall meaning. - Text adequately coherent in content and ideas and some details support the topic. - Evidence of planning and/or drafting has produced a satisfactorily presented text. 	<p>Code 4: 50 – 59%</p>		<p>15</p>	<p>14</p>	<p>13</p>	<p>12</p>	<p>11</p>
<p>Moderate</p> <ul style="list-style-type: none"> - Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. - Writing – learner digresses, meaning is vague in places. - Text moderately coherent in content and ideas and has basic details which support the topic. - Evidence of planning and / or drafting that has produced a moderately presentable and coherent text. 	<p>Code 3: 40 – 49%</p>		<p>12</p>	<p>11</p>	<p>10</p>	<p>9</p>	

<p>Elementary</p> <ul style="list-style-type: none"> - Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. - Writing – learner digresses, meaning is obscure in places. - Text not always coherent in content and ideas and has few details which support the topic. 	<p>Code 2: 30 – 39%</p>				<p>8</p>	<p>7</p>	<p>6</p>
<p>Not achieved</p> <ul style="list-style-type: none"> - No knowledge of requirement of the text. - Writing – learner digresses, meaning is obscure in places. - Text not coherent in content and ideas and too few details to support the topic. - Planning and drafting non-existent. Poorly presented text. 	<p>Code 1: 00 – 29%</p>					<p>5</p>	<p>4</p>

QUESTION 3

Format (2)
 President (1)
 Human rights (2)
[5]

Outstanding 12 – 15	Very coherent, fluent, very readable. The form, content and register is convincing. It is very creative and very effective in its tone; engaging and will produce a response.
Very good 10 – 12	Coherent, clear letter. Ideas are well expressed. Register is very appropriate.
Has merit 8 – 10	Good, coherent letter with right register and tone for its audience; clear interesting ideas and flowing; appropriate level of detail.
Adequate 6 – 8	Reads coherent and makes logical sense. Has proper form and register is appropriate; ideas are clear; keeps readers attention.
Moderate 4 – 6	Good try but needs more attention to coherence, flow of argument and language usage. Register appropriate but letter reads like a formula.
Not yet adequate 2 – 4	Some attempt but not fluent; register not always appropriate and there are errors of form.
Inadequate 0 - 2	Not coherent; serious errors of language, often can't be understood; register completely inappropriate.

[15]

15 marks

Total: 100 marks