NATIONAL SENIOR CERTIFICATE

GRADE 11

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 11 pages.

Examiner: [Signature]
28/10/2017
INSTRUCTIONS AND INFORMATION

These marking guidelines must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY

QUESTION 1

Instructions to Markers:
- Candidates are required to write on ONE topic only.
- Read up to the word count as given in the instruction.
- The ideas listed below the topics are only some ways in which the topic could be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  o Content and planning (30 marks)
  o Language, style and editing (15 marks)
  o Structure (5 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 That memory will remain with me forever.

- Narrative/Descriptive/Reflective
- The following must be considered:
  o If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  o If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  o If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.2 Sometimes dreams become a reality.

- Descriptive/Narrative/Reflective
- The following must be considered:
  - If descriptive, there must be a vivid literal or figurative description of dreams. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

1.3 Write a story that includes the following words: If only ...

**NOTE:** The words given in the topic MUST be included somewhere in the essay.

- Narrative/Descriptive/Reflective
- The following must be considered:
  - If narrative, a strong story line must be evident in which a series of events leads to the realisation of 'If only ...' There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.
1.4 South Africa – a land of cultural diversity

- Descriptive/Narrative/Reflective/Discursive
- The following must be considered:
  - If descriptive, there must be a vivid literal or figurative description. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

1.5 Reality television programmes have a positive impact on the youth. Do you agree?

- Argumentative/Discursive
- The following must be considered:
  - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/motivation/argument for the position taken. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

1.6 Teenagers should play a more active role in caring for the environment. Discuss this statement.

- Discursive/Descriptive/Reflective/Narrative
- The following must be considered:
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.
  - If descriptive, there must be a vivid literal or figurative description of the role that teenagers should play in caring for the environment. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.7 **Interpretation of pictures**

- The candidate should give the essay a suitable title.
- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate may write in any appropriate tense.

1.7.1
- Literal interpretations: e.g. use of cellphones/texting/social media, etc.
- Figurative interpretations: e.g. evolving relationships/anti-social behaviour/addiction, etc. **[50]**

1.7.2
- Literal interpretations: e.g. climbing a ladder/playing games, etc.
- Figurative interpretations: e.g. aspirations/the power of imagination/escape from reality, etc. **[50]**

**TOTAL SECTION A:** **50**
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 FORMAL LETTER

- The letter should be addressed to a businessman.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender [30]

2.2 OBITUARY

- The tone must be formal.
- The following aspects of format must be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (spouse, children) and their names
  - Date, time and place of funeral
- The following information may be included:
  - Cause of death
  - Biographical information
- A tribute must be paid to the deceased. [30]
2.3 BOOK REVIEW

- The review must include the following:
  - The title of the book
  - The name of the author
- The review must contain a brief discussion of:
  - Setting
  - Characterisation
  - Style of writing
  - Plot: outline of the story
- Judgement and recommendation

[30]

2.4 INFORMAL SPEECH

- The tone should be informal.
- The introduction of the speech should attract attention.
- The content of the speech should be well-developed.
- The conclusion is important.

[30]

TOTAL SECTION B: 30
SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 3

Instructions to Markers:
• Candidates are required to answer ONE question.
• Read up to the word count as given in the instruction.
• Marking must be objective. Give credit for relevant ideas.
  » Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
    o Content, planning and format (12 marks)
    o Language, style and editing (8 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 FLYER

• The following information should be included in the flyer, among others:
  o eye-catching headline or slogan
  o catchy words and phrases should be used.
  o sufficient details of the event (e.g. date, venue, time and entrance fees).
  o contact details.
• The language may be formal or informal but not slang or colloquial.

NOTE: Do not award marks for illustrations. [20]

3.2 DIARY ENTRIES

• There MUST be TWO diary entries.
• Each entry must be dated.
• The diary entries should be written in the first person.
• The language should be simple and informal.
• The tone must be personal and should reflect suitable emotions. [20]

3.3 DIRECTIONS

• The directions may be in point or paragraph form.
• Complete sentences are not necessary.
• Directions must be in the correct sequence, including reference to distance, turns and landmarks.
• No marks are awarded for sketches or maps. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
### ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skillful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT &amp; PLANNING (Response and ideas)</td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
<tr>
<td>Organisation of ideas for planning: Awareness of purpose, audience and context</td>
<td>-Outstanding/Striking response beyond normal expectations</td>
<td>-Very well-crafted response</td>
<td>-Satisfactory response</td>
<td>-Inconsistently coherent response</td>
<td>-Totally irrelevant response</td>
</tr>
<tr>
<td></td>
<td>-Intelligent, thought-provoking and mature ideas</td>
<td>-Ideas are reasonably coherent and convincing</td>
<td>-Ideas are reasonably coherent and convincing</td>
<td>-Unclear ideas and unoriginal</td>
<td>-Confused and unfocused ideas</td>
</tr>
<tr>
<td></td>
<td>-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>-Little evidence of organisation and coherence</td>
<td>-Unorganised and incoherent</td>
<td>-Vague and repetitive</td>
</tr>
<tr>
<td>30 MARKS</td>
<td>25–27</td>
<td>19–21</td>
<td>13–15</td>
<td>7–9</td>
<td>0–3</td>
</tr>
<tr>
<td>LANGUAGE, STYLE &amp; EDITING</td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose/effet and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
<td>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary inappropriate to purpose, audience and context</td>
<td>-Language incomprehensible</td>
</tr>
<tr>
<td></td>
<td>-Language confident, exceptionally impressive</td>
<td>-Language is effective and consistently appropriate tone is used</td>
<td>-Appropriate use of language to convey meaning</td>
<td>-Basic use of language</td>
<td>-Tone and diction are inappropriate</td>
</tr>
<tr>
<td></td>
<td>-Compelling and rhetorically effective in tone</td>
<td>-Largely error-free in grammar and spelling</td>
<td>-Tone is appropriate</td>
<td>-Very limited vocabulary used to enhance content</td>
<td>-Language not appropriate to purpose, audience and context</td>
</tr>
<tr>
<td></td>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Very skilfully crafted</td>
<td>-Rhetorical devices used to enhance content</td>
<td>-Language not appropriate to purpose, audience and context</td>
<td>-Vocabulary limitations so extreme as to make comprehension impossible</td>
</tr>
<tr>
<td>15 MARKS</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0–1</td>
</tr>
<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<td>-Excellent development of topic</td>
<td>-Logical development of details</td>
<td>-Some valid points</td>
<td>-Necessary points lacking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Exceptional detail</td>
<td>-Coherent</td>
<td>-Sentences and paragraphs faulty</td>
<td>-Sentences and paragraphs faulty</td>
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</tr>
<tr>
<td></td>
<td>-Sentences, paragraphs exceptionally well-constructed</td>
<td>-Sentences, paragraphs logical, varied</td>
<td>-Essay still makes sense</td>
<td>-Essay lacks sense</td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

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<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<td>15–18</td>
<td>11–14</td>
<td>8–10</td>
<td>5–7</td>
<td>0–4</td>
</tr>
</tbody>
</table>
| Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context | - Outstanding response beyond normal expectations  
- Intelligent and mature ideas  
- Extensive knowledge of features of the type of text  
- Writing maintains focus  
- Coherence in content and ideas  
- Highly elaborated and all details support the topic  
- Appropriate and accurate format | - Very good response demonstrating good knowledge of features of the type of text  
- Maintains focus – no digressions  
- Coherent in content and ideas, very well elaborated and details support topic  
- Appropriate format with minor inaccuracies | - Adequate response demonstrating knowledge of features of the type of text  
- Not completely focused – some digressions  
- Reasonably coherent in content and ideas  
- Some details support the topic  
- Generally appropriate format but with some inaccuracies | - Basic response demonstrating some knowledge of features of the type of text  
- Some focus but writing digresses  
- Not always coherent in content and ideas  
- Few details support the topic  
- Necessary rules of format vaguely applied  
- Some critical oversights | - Response reveals no knowledge of features of the type of text  
- Meaning obscure with major digressions  
- Not coherent in content and ideas  
- Very few details support the topic  
- Necessary rules of format not applied |

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

<table>
<thead>
<tr>
<th>LANGUAGE, STYLE &amp; EDITING</th>
<th>7–8</th>
<th>5–6</th>
<th>4</th>
<th>3</th>
<th>0–2</th>
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<td>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
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