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|  | | **NATIONAL**  **SENIOR CERTIFICATE** | | | |  | |
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|  | | | | **GRADE 11** |  | | |
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| **NOVEMBER 2019** | | | | | | | |
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| **ENGLISH FIRST ADDITIONAL LANGUAGE P3**  **MARKING GUIDELINE (EXEMPLAR)** | | | | | | | |
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| **MARKS:** | **100** | | | | | | |
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|  | | | This marking guideline consists of 12 pages. | | | |  |

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| **INSTRUCTIONS AND INFORMATION** | | | |  |
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| This memorandum must be used in conjunction with the attached English FAL assessment rubrics for SECTIONS A, B and C. | | | |  |
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| **NOTE:** | | All pieces of writing should be read at least TWICE during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading. | |  |
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| **SECTION A: ESSAY** | | | |  |
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| **QUESTION 1** | | | |  |
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| **INSTRUCTIONS TO MARKERS:**   * Candidates are required to write on ONE topic only. * The ideas listed below the topics are only **some ways** in which the topics can 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 grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria: * Content and planning (30 marks) * Language, style and editing (15 marks) * Structure (5 marks) | | | |  |
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| **NOTE:** | | * Adhere to the length of 200–250 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence. * No additional penalties may be imposed as the rubric itself imposes penalties. | |  |
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| 1.1 | **The worst experience I ever encountered** | | |  |
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|  | Narrative/Reflective/Descriptive essay   * If narrative, the essay must have a strong storyline and an interesting ending. There must be a logical sequence of tense. * If reflective, there must be a personal account of thought processes and feelings/emotions. * If descriptive, there must be a vivid description of an experience/incident. | | |  |
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|  | **NOTE**: | | A candidate may write an essay which contains elements of more than one type of essay/any other essay type. | **[50]** |

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| 1.2 | **I was healed ...** | |  |
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|  | Descriptive/Narrative/Reflective essay   * If descriptive, there must be a vivid description of an incident/experience to illustrate the statement. * If narrative, the essay must have a strong storyline and an interesting ending. There must be a logical sequence of tense. * If reflective, there must be a personal account of thought processes and feelings/emotions. | |  |
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|  | **NOTE**: | A candidate may write an essay which contains elements of more than one type of essay/any other essay type. | **[50]** |
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| 1.3 | **Broken things should be repaired and used again** | |  |
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|  | Reflective/Narrative/Descriptive essay   * If reflective, the candidate must still take a stance for or against the topic. * If narrative, the essay must have a strong storyline and an interesting ending. There must be a logical sequence of tense. * If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear. | |  |
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|  | **NOTE**: | A candidate may write an essay which contains elements of more than one type of essay/any other essay type. | **[50]** |
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| 1.4 | **‘Do what is right, not what is easy …’ Roy T. Bennett** | |  |
|  | Narrative/Reflective/Descriptive/Discursive/Argumentative essay   * If narrative, the essay must have a strong story line and an interesting ending. There must be a logical sequence of tense. * If reflective, the candidate must still take a stance for or against the topic. * If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear. * If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay. * If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. | |  |
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|  | **NOTE**: | A candidate may write an essay which contains elements of more than one type of essay/any other essay type. | **[50]** |

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| 1.5 | **Mothers / Fathers are the best teachers** | |  |
|  | Discursive/Argumentative/Descriptive/Reflective/Narrative essay   * If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against the topic must be well-balanced and clearly analysed in the course of the essay. * If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. * If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear. * If reflective, the candidate must still take a stance for or against the topic. * If narrative, the essay must have a strong storyline and an interesting ending. There must be a logical sequence of tense. | |  |
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|  | **NOTE**: | A candidate may write an essay which contains elements of more than one type of essay/any other essay type. | **[50]** |
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| 1.6 | **Denial** | |  |
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|  | Descriptive/Reflective/Narrative essay   * If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear. * If reflective, the candidate must still take a stance for or against the topic. * If narrative, the essay must have a strong story line and an interesting ending. There must be a logical sequence of tense. | |  |
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|  | **NOTE**: | A candidate may write an essay which contains elements of more than one type of essay/any other essay type. | **[50]** |
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| 1.7 | **Interpretation of pictures**   * The candidate may interpret the picture in any way. * The candidate may choose to write any type of essay. * The interpretation must be linked to the pictures. * The candidate should give the essay a suitable title. * The candidate may write in any appropriate tense. * The following ideas, among others, may be explored in response to the pictures. | |  |
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|  | 1.7.1 | **Picture: Hand / fingers dipping into water causing ripples**   * **Literal interpretation**: e.g. someone appreciating nature, hand in water, ripples in water, reflection(s) in the water, calm nature image etc. * **Abstract interpretations**: e.g.immersion in water, baptism, importance of water sources, purity of water, humans and water, repercussions of wasting water, the ripple effects of our actions etc. | **[50]** |

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|  | 1.7.2 | **Picture: Boy cleaning adult’s shoes**  **• Literal interpretation**: e.g. child labour, child doing something for his father, child-parent relations, child living in poverty etc.   * **Abstract interpretations**: e.g.entrepreneurship, children’s rights, how children are reared in different cultures, exploitation of children, the future of children etc. | **[50]** |
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|  | **TOTAL SECTION A:** | | **50** |

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| **SECTION B: LONGER TRANSACTIONAL TEXT** | |  |
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| **QUESTION 2** | |  |
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| **INSTRUCTIONS TO MARKERS:** | |  |
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| * Candidates are required to answer ONE question. * 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) | |  |
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| **NOTE:**  Adhere to the length of 120–150 words as prescribed in the CAPS document.  However, should the maximum word count be reached mid-sentence, read to  the end of that sentence.   * No additional penalties may be imposed as the rubric itself imposes penalties. | |  |
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| 2.1 | **FORMAL LETTER** |  |
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|  | Thanks to the hospital staff   * Allow for acceptable variations of format (address). * The letter should be addressed to the local hospital staff in the town in which your school played sport. * The tone and register should be formal. * The letter should have introduction, body and conclusion. * The following aspects of format must be included: * Address of sender * Date * Recipient: The hospital staff / CEO of hospital / Manager of hospital   (Hospital should have a specific name)   * Address of recipient * Greeting/Salutation * Subject line * Suitable ending * Signature * Name of sender | **[30]** |

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| 2.2 | **DIALOGUE** |  |
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|  | A conversation between mother and daughter / son   * The tone must be informal. * The following aspects of format must be included: * A brief scenario (context) must be sketched before the speakers start speaking. * The names of the speakers must appear on the left-hand side of the page. * A colon must appear after the name of each speaker. * A new line must be used to indicate each speaker. * Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable. * The following ideas may be explored, among others: * Exchange of ideas between candidate and parent about the lost cell phone. * There could be conflicting opinions or candidate may be submissive. | **[30]** |
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| **2.3** | **INFORMAL REPORT** |  |
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|  | Relating experiences about animal treatment   * The report must: * Have a subject line * Highlight the challenges and improvements that could possibly be done. * The tone of the report must be formal and polite. | **[30]** |
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| **2.4** | **OBITUARY** |  |
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|  | A Grade 8 learner passed away   * 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 * Date, time and place of funeral * Biographical information * Cause of death   + - Where the person was living at the time of death     - Key survivors (e.g. parents, siblings) and their names * The obituary must: * State what was learned from the deceased * Pay tribute to him/her (deceased) | **[30]** |
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|  | **TOTAL SECTION B:** | **30** |

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| **SECTION C: SHORTER TRANSACTIONAL TEXT** | | |  |
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| **QUESTION 3** | | |  |
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| **INSTRUCTIONS TO MARKERS:** | | |  |
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| * Candidates are required to answer ONE question. * 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 assessment rubric: * Content, planning and format (12 marks) * Language, style and editing (8 marks) | | |  |
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| **NOTE:** | | * Adhere to the length of 80–100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence. * No additional penalties may be imposed as the rubric itself imposes penalties. |  |
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| 3.1 | **INVITATION CARD** | |  |
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|  | Invitation to birthday party   * The invitation must include the following aspects: * Date, venue and time * Type of function * Language should be suited to the context. * Full sentences are not necessary.   **NOTE**: No marks are awarded for drawings or illustrations. | | **[20]** |
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| 3.2 | **DIARY ENTRIES** | |  |
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|  | The candidate’s feelings BEFORE and AFTER the wedding reception   * There MUST be TWO diary entries with two different dates/times. * The entries should express the candidate’s feelings before and after the wedding reception. * The diary entries should be written in the first person. * The language should be simple and informal. * The tone must reflect emotions suited to the topic. | | **[20]** |

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| 3.3 | **INSTRUCTIONS** |  |
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|  | Behavioural expectations on first date     * Instructions may be in point or paragraph form. * Numbers or bullets may be used to indicate each new instruction. * The language should be clear and instructive. * Candidates may also choose to write each instruction on a new line or leave lines between instructions. * Complete sentences are not necessary. | **[20]** |
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|  | **TOTAL SECTION C:** | **20** |
|  | **GRAND TOTAL:** | **100** |

**SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]**

O Always use the rubric when marking the creative essay (Paper 3, SECTION A).

O The marks from 0–50 have been divided into 5 major level descriptors.

O In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.

O Structure is not affected by the upper level and lower level division.

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| **Criteria** |  | **Exceptional** | **Skilful** | **Moderate** | **Elementary** | **Inadequate** |
| **CONTENT AND PLANNING**  **(**Response and ideas)  Organisation of ideas for planning  Awareness of purpose, audience and context  **30 MARKS** | **Upper level** | **28–30** | **22–24** | **16–18** | **10–12** | **4–6** |
| * + Outstanding/Striking response beyond normal expectations.   + Intelligent, thought-provoking and mature ideas * Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. | * Very well-crafted response. * Fully relevant and interesting. * Ideas with evidence of maturity * Very well organised and coherent (connected) including introduction, body and conclusion/ending. | * Satisfactory response * Ideas are reasonably coherent and convincing. * Reasonably organised and coherent including introduction, body and conclusion/ending | * Inconsistently coherent response * Unclear ideas and unoriginal * Little evidence of organisation and coherence. | * Totally irrelevant response. * Confused and unfocused ideas. * Vague and repetitive. * Unorganised and incoherent. |
| **Lower level** | **25–27** | **19–21** | **13–15** | **7–9** | **0–3** |
| * Excellent response but lacks the exceptionally striking qualities of the outstanding essay * Mature and intelligent ideas * Skilfully organised and coherent (connected) including introduction, body and conclusion/ending. | * Well-crafted response. * Relevant and interesting ideas. * Well organised and coherent (connected) including introduction, body and conclusion. | * Satisfactory response but some lapses in clarity. * Ideas are fairly coherent and convincing. * Some degree of organisation and coherence including introduction, body and conclusion. | * Largely irrelevant response. * Ideas tend to be disconnected and confusing. * Hardly any evidence of organisation and coherence. | * No attempt to respond to the topic * Completely irrelevant and inappropriate * Unfocused and muddled |
| **LANGUAGE, STYLE AND EDITING**  Tone, register, style, vocabulary appropriate to purpose/effect and context  Word choice  Language use and conventions, punctuation, grammar, spelling  **15 MARKS** | **Upper level** | **14–15** | **11–12** | **8–9** | **5–6** | **0–3** |
| * Tone, register, style, vocabulary highly appropriate to purpose, audience and context * Language confident, exceptionally impressive – compelling and rhetorically effective in tone. * Virtually error-free in grammar and spelling. * Highly skilfully crafted. | * Tone, register, style and vocabulary very appropriate to purpose, audience and context. * Language is effective and a consistently appropriate tone is used. * Largely error-free in grammar and spelling. * Very well crafted. | * Tone, register, style and vocabulary appropriate to purpose, audience and context. * Appropriate use of language to convey meaning. * Tone is appropriate. * Rhetorical devices used to enhance content. | * Tone, register, style and vocabulary not appropriate to purpose, audience and context. * Very basic use of language. * Tone and diction are inappropriate. * Very limited vocabulary. | * Language incomprehensible * Tone, register, style and vocabulary less appropriate to purpose, audience and context * Vocabulary limitations so extreme as to make comprehension impossible |
| **Lower level** | **13** | **10** | **7** | **4** |
| * Language excellent and rhetorically effective in tone. * Virtually error-free in grammar and spelling. * Skilfully crafted. | * Language engaging and generally effective * Appropriate and effective tone. * Few errors in grammar and spelling. * Well-crafted | * Adequate use of language with some inconsistencies. * Tone generally appropriate and limited use of rhetorical devices. | * Inadequate use of language. * Little or no variety in sentence. * Exceptionally limited vocabulary. |
| **STRUCTURE**  **Features of text**  **Paragraph development and sentence construction**  **5 MARKS** |  | **5** | **4** | **3** | **2** | **0–1** |
| * Excellent development of topic * Exceptional detail * Sentences, paragraphs exceptionally well-constructed | * Logical development of details * Coherent * Sentences, paragraphs logical, varied | * Relevant details developed * Sentences, paragraphs well-constructed * Essay still makes some sense | * Some valid points * Sentences and paragraphs faulty * Essay still makes sense despite flaws. | * Necessary points lacking * Sentences and paragraphs faulty |
| **MARKS RANGE** |  | **40–50** | **30–39** | **20–29** | **10–19** | **0–9** |

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]**

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| **Criteria** | **Exceptional** | **Skilful** | **Moderate** | **Elementary** | **Inadequate** |
| **CONTENT PLANNING AND FORMAT**  (Response and ideas )  Organisation of ideas for planning  Purpose, audience and features/conventions and context  **18 MARKS** | **15–18** | **11–14** | **8–10** | **5–7** | **0-–4** |
| * 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. * Has vaguely applied necessary rules of format * Some critical oversights. | * Response reveals no knowledge of features of the type of text * Meaning is obscure with major digressions. * Not coherent in content and ideas. * Very few details support the topic. * Has not applied necessary rules of format. |
| **LANGUAGE, STYLE AND EDITING**  Tone, register, style, purpose/effect, audience and context  Language use and conventions.  Word choice Punctuation, spelling  **12 MARKS** | **10–12** | **8–9** | **6–7** | **4–5** | **0–3** |
| * Tone, register, style, 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 is 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 |
| **MARKS RANGE** | **25–30** | **19–23** | **14–17** | **9–12** | **0–7** |

**SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]**

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| **Criteria** | **Exceptional** | **Skilful** | **Moderate** | **Elementary** | **Inadequate** |
| **CONTENT PLANNING AND FORMAT**  (Response and ideas)  Organisation of ideas for planning  Purpose, audience and features/conventions and context  **12 MARKS** | **10–12** | **8–9** | **6–7** | **4–5** | **0–3** |
| * 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. * -Has vaguely applied necessary rules of format * -Some critical oversights. | * Response reveals no knowledge of features of the type of text * Meaning is obscure with major digressions. * Not coherent in content and ideas. Very few details support the topic. * Has not applied necessary rules of format. |
| **LANGUAGE, STYLE AND EDITING**  Tone, register, style, purpose/effect, audience and context  Language use and conventions.  Word choice Punctuation, spelling  **8 MARKS** | **7–8** | **5–6** | **4** | **3** | **0–2** |
| * Tone, register, style, 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 is 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 obscured |
| **MARKS RANGE** | **17–20** | **13–15** | **10–11** | **7–8** | **0–5** |