



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 12 pages.

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.
- 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:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

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.

1.1 When the lights went out

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line and a captivating ending.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.

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

[50]

1.2 And so the adventure began!

Descriptive/Narrative/Reflective

- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and a captivating ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.

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

[50]**1.3 It was too late ...**

Reflective/Narrative/Descriptive

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and a captivating ending.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.

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

[50]**1.4 Revenge is a sign of weakness**

Argumentative/Reflective/Discursive/Narrative

- 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. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If narrative, the essay must have a strong story line and a captivating ending.

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

[50]

1.5 'What life throws at you is not always your choice.' – Anonymous

Discursive/Argumentative/Reflective/Descriptive/Narrative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and a captivating ending.

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

[50]**1.6 The success of a country is dependent on its people**

Discursive/Argumentative/Reflective

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.

[50]

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 Picture: **Money in a jar**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: money, saving money
- Figurative interpretations: being thrifty, finance management, saving techniques, influence/impact of money

[50]

1.7.2 Picture: **A elderly man and a medical practitioner**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a visit to the doctor/clinic/hospital, father-daughter relationship
- Figurative interpretations: caring for the elderly, quality medical care, relationships

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- 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)

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.

2.1 FORMAL LETTER

A formal letter to the chairperson of the Representative Council of Learners (RCL). The letter should address the problem and provide solutions.

- Allow for acceptable variations of format (format).
- The letter should be addressed to the chairperson of the Representative Council of Learners (RCL).
- The tone and register of the letter should be formal.
- The letter should have an introduction, body and conclusion.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Recipient
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender

[30]

2.2 INTERVIEW

An interview between a prominent community member and a learner.

- A context must be provided at the beginning of the interview.
- The interview must be between the prominent community member and a learner.
- The tone must be formal.
- The following aspects of the dialogue format must be included:
 - The names of the speakers written on the left side of the page.
 - A colon used after the name of the character who is speaking.
 - A new line used to indicate each new speaker.
- Where necessary, actions must be given in brackets before the words are spoken.

[30]

2.3 OBITUARY

Your cousin has recently 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
 - Where the person was living at the time of death
 - Key survivors (parents, siblings) and their names
 - Date, time and place of funeral
- Biographical information may also be included.
- A tribute must be paid to the deceased.

[30]

2.4 FILM REVIEW

- The review must include the following:
 - The title of the film.
 - The name of the producer/director.
- The review must contain a brief discussion of:
 - The setting
 - Characterisation
 - Type of film
 - The plot: outline of the story/key incidents
 - Judgement and recommendation.
- The review may contain a brief discussion on:
 - Sound effects
 - Camera angles

[30]

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3****Instructions to Markers:**

- 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 attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

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.

3.1 INVITATION CARD

An invitation to the matric farewell function.

- The following aspects of format must be included:
 - Date
 - Venue
 - Time
- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: Do not award marks for illustrations.

[20]

3.2 DIARY ENTRIES

The candidate's feelings before and after collecting the car.

- There **MUST** be TWO diary entries with two different dates/ times.
- The first entry must express the candidate's feelings before the car was collected and the second entry must express the candidate's feelings after the car was collected.
- The diary entries must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

[20]

3.3 INSTRUCTIONS

How to stay fit and healthy.

- The instructions may be in point or paragraph form.
- Instructions must be in a logical sequence.
- The instructions should say how one can stay fit and healthy.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

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

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--|--|---|---|--|
| CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS | 15–18 -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 | 11-14 -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 | 8-10 -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 | 5-7 -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 | 0–4 -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 |
| LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS | 10–12 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free | 8–9 -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 | 6–7 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning | 4-5 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured | 0–3 -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 |
| | | | | | |

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--|--|--|--|--|
| <p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p>12 MARKS</p> | <p>10–12</p> <ul style="list-style-type: none"> -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 | <p>8-9</p> <ul style="list-style-type: none"> -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 | <p>6-7</p> <ul style="list-style-type: none"> -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 | <p>4-5</p> <ul style="list-style-type: none"> -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 | <p>0-3</p> <ul style="list-style-type: none"> -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 |
| <p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>8 MARKS</p> | <p>7–8</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free | <p>5-6</p> <ul style="list-style-type: none"> -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 | <p>4</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning | <p>3</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured | <p>0–2</p> <ul style="list-style-type: none"> -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 |
| | | | | | |