



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2019

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 12 pages.

INSTRUCTIONS AND INFORMATION

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

NOTE: All pieces of writing should be read at least **TWICE** during assessment, once for content and once for language respectively. Errors must be indicated in your second reading.

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 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)

NOTE:

- Adhere to the length of 250–300 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 My enemy has become my friend and ...

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong storyline and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer 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]

1.2 **Possibilities for me in the future**

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 storyline and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.

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

[50]

1.3 **Unbelievable!**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- 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 **Doing what is right is not always popular.**

Reflective/Argumentative/Discursive/Narrative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 an interesting ending.

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

[50]

1.5 ‘You cannot change the past, but you can make a difference now.’
– Avis J. Williams

Discursive/Argumentative/Descriptive/Reflective/Narrative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer’s opinion.
- 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 emotional reactions and feelings the candidate experiences/experienced.
- If narrative, the essay must have a strong story line and an interesting ending.

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

[50]

1.6 **Security cameras tend to violate privacy.**

Argumentative/Discursive/Reflective/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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer’s opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- If narrative, the essay must have a strong storyline and an interesting ending.

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

[50]

1.7 **Interpretation of pictures**

The candidate:

- must give the essay a suitable title.
- may interpret the pictures in any way, relevant to the picture.
- may choose to write any type of essay, relevant to the picture.
- must link the interpretation to the picture.
- may write in any appropriate tense.

1.7.1 Picture: Two dice

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: gambling, casinos, the gambling industry, street corner gambling, dicey situations, board games: snakes and ladders, Ludo etc.
- Figurative interpretations: luck, fate, chance, destiny, risk danger, daring, adventure, don't-care-attitude, dreams, obsessive and compulsive behaviour

[50]**1.7.2 Picture: Billows of smoke coming from pipe/chimney/smokestack**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretation: air pollution, smog, respiratory diseases, climate change, global warming
- Figurative interpretation: solutions to air pollution, air purity, acid rain, green living, green manufacturing, green energy

[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 FRIENDLY LETTER

Apology and explanation about textbook.

- The following aspects of format **must be** included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
- The tone and register of the letter should be friendly and informal.
- Arrangements must be made for the return of the borrowed book.

[30]

2.2 DIALOGUE

A conversation between the candidate and father/mother.

- The tone must be informal.
- The following ideas may be explored, among others:
 - 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:
 - Your sister's intent to join a girls' soccer team.
 - You persuading your father/mother to allow your sister to join the girls' soccer team.

[30]

2.3 OBITUARY

A best friend has 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
 - Cause of death
 - Birth place
 - Where the person was living at the time of death
 - Key survivors
 - Date, time and place of funeral
- May be included:
 - Biographical information
- Content **should include** the following, among others:
 - A tribute must be paid to the deceased.
 - State what the best friend meant to you.

[30]

2.4 NEWSPAPER ARTICLE

Service delivery protest

- The article must have a suitable heading.
- Paragraphs must not be too long.
- The style should be personal, addressing the reader.
- The language must be formal.
- The article should be stimulating to the reader.

The content **should include**:

- dissatisfaction with the behaviour of protestors.
- why not necessary to engage in unacceptable behaviour

[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 assessment 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 FLYER

Fundraising for tracksuits

- The following aspects should be included, among others:
 - Eye-catching headline or slogan
 - Catchy words and phrases
 - Sufficient details of items for sale
 - Contact person or names of persons doing the fundraising
- The language may be formal or informal but not slang or colloquialism. **[20]**

3.2 DIARY ENTRIES

The candidate's feelings **BEFORE** and **AFTER** delivering the acceptance speech.

- There must be two diary entries with two different times / dates.
- The entries must express the candidates' feelings before and after delivering the acceptance speech to club members.
- The diary entries must be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions. **[20]**

3.3 DIRECTIONS

Directions to the Youth Centre

- The directions may either be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct chronological order.
- Landmarks, approximate distances and specific directions must be included.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

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

○ The marks from 0–50 have been divided into 5 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 sub-category 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 AND 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 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 - 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.	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 not 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 less 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 some sense	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	0–1 - 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 – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	15–18	11–14	8–10	5–7	0–4
<p>CONTENT PLANNING AND FORMAT</p> <p>(Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context</p> <p>18 MARKS</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 	<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. 	<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. 	<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. - Has vaguely applied necessary rules of format - Some critical oversights. 	<ul style="list-style-type: none"> - 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.
<p>LANGUAGE, STYLE AND EDITING</p> <p>Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling</p> <p>12 MARKS</p>	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free. 	<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 	<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 	<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 is obscured. 	<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
MARKS RANGE	25–30	19–23	14–17	9–12	0–7

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	10–12	8–9	6–7	4–5	0–3
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context 12 MARKS	<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 	<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. 	<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. 	<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. - Has vaguely applied necessary rules of format - Some critical oversights. 	<ul style="list-style-type: none"> - 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.
	7–8	5–6	4	3	0–2
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 8 MARKS	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free. 	<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. 	<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. 	<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 is obscured. 	<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 obscured
MARKS RANGE	17–20	13–15	10–11	7–8	0–5