



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	ENGLISH HOME LANGUAGE
PAPER:	3
DURATION OF PAPER:	2 ½ HOURS

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Section A was accessible and fair in 2020, both the topics and the visuals.

A good number of the topics encouraged personal responses as well as responses which could be drawn from the personal experience of the candidates. Although a figurative approach to a topic in Section A is preferable, a number of literal responses produced average to pleasing writing.

Section B covered a variety of formats from the allocated categories. The topics were less challenging and marginally less prescriptive than 2019. Unfortunately, many candidates failed to address all the issues required which affected their mark for content owing to the strict marking guidelines.

The majority of the candidates managed their time effectively. However, there were a number of candidates who failed to finish the paper. Time management is an essential part of any examination.

Performance in Section A and Section B was generally equally achieved.

The topics were neither culturally exclusive nor one-dimensional. Responses could be creative, descriptive, reflective, narrative or discursive/argumentative and therefore catered for all styles of writing.

Topic 1.3 (Maya Angelou quotation – "...living without crippling fear") was the least popular topic. One of the graphics - 1.6.2 (Children on the beach) and 1.2 (Modern trends have replaced cultural beliefs and practices) were also less attempted possibly because the other topics were easier to interpret and the less popular topics had more aspects to address and were more complex.

The most popular topics were 1.1 (The past still haunts them) and 1.5 (However long the night, dawn will break). These topics were the most relatable for the candidates.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
AVERAGE MARK FROM SAMPLE OF 100:		ESSAYS
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	The past still haunts them	59.8
1.2	Modern trends have replaced cultural beliefs and practices	54.6
1.3	Maya Angelou quotation	66.8
1.4	Impossible possibilities	62.4
1.5	However long the night, dawn will break	76.6
1.6.1	Picture: Man with brain plugged into a socket	60
1.6.2	Picture: Children on the beach	64
1.6.3	Picture: Tree on train track	65.6
SECTION A: ESSAYS		
1.1	THE PAST STILL HAUNTS THEM. This was the most popular topic. Both weaker and competent candidates felt comfortable with it. The topic lent itself to personal and authentic responses, as well as narratives that dealt with the supernatural. A number of candidates produced interesting political responses and issues relating to gender-based violence. Many candidates succeeded in producing vivid descriptive essays. A small minority misinterpreted "haunts" as "hunts".	
1.2	MODERN TRENDS HAVE REPLACED CULTURAL BELIEFS AND PRACTICES This was an unpopular choice. The successful candidates were able to incorporate all three aspects of the topic. However, the majority failed to explore both modern trends and cultural beliefs. Many dwelt on the past and the present only, while some focused only on trending in social media.	
1.3	MAYA ANGELOU QUOTATION [adapted] This was the least popular choice. Candidates, in the main, could not interpret the quotation correctly. A number of candidates chose to focus on the literal idea of fashion and/or fear and in so doing failed to achieve the desired outcome.	
1.4	IMPOSSIBLE POSSIBILITIES This was a very popular choice. The more competent candidates managed to grasp the paradox and work well with it. The weaker candidates produced clichéd writing. It was also evident that some candidates struggled with correct interpretation of the topic.	

1.5	<p>HOWEVER LONG THE NIGHT, THE DAWN WILL BREAK</p> <p>This was a very popular choice. Most candidates answered it very well as they were able to link this topic to their own experiences with lockdown as well as political and social issues within their frame of reference. Even the weaker candidates produced relevant essays.</p>
1.6.1	<p>Picture: MAN WITH BRAIN PLUGGED INTO A SOCKET</p> <p>This graphic inspired a wide variety of responses ranging from poor to excellent. The general response was one where candidates referred to “recharging” their exhausted brains. Stronger candidates produced interesting figurative essays. Those who did not achieve as well as expected, failed to meet the restrictive requirements of the marking guidelines.</p>
1.6.2	<p>Picture: CHILDREN ON THE BEACH</p> <p>This graphic also proved to be an unpopular choice. The restrictive demands of the marking memo resulted in many essays not touching on all of the prominent elements in the picture, and therefore, did not achieve favourably.</p>
1.6.3	<p>Picture: TREE ON TRAIN TRACK</p> <p>This was a fairly popular response which ranged from mundane to very good. By and large, the majority of candidates produced interesting responses which included reflective, narrative and descriptive essays.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>	
<p>Common errors have been referred to in the question above.</p> <p>Some candidates tried to impress with their vocabulary; unfortunately, the words were often inappropriate in context and detracted from what the candidate was trying to convey.</p> <p>A lack of punctuation seriously affected the logical flow of the writing. Markers had to try to make sense of run-on sentences that sometimes continued for an entire paragraph. Some candidates did not understand how to use paragraphs. Introductions and conclusions were often poorly constructed or lacking. The link between the introduction and conclusion was not evident. It appeared that candidates stopped or abruptly wrapped up the essay as soon as they reached the required word count.</p>	
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning.</p>	

- Candidates must be aware of the time allocation per section suggested in the instructions and plan the division of their time accordingly. It is strongly advised that candidates should adhere to this suggested time allocation.
- Candidates should be discouraged from preparing essays which they then try to manipulate into one of the topics. This leads to contrived and inauthentic responses.
- Teachers should be discouraged from providing learners with prepared essays.
- Section A in Paper 3 assesses candidates' ability to respond originally and creatively. For this reason, they should not simply rehash movies or books.
- Verbosity, and highly clichéd writing, need to be discouraged. Weaker candidates tend to use convoluted sentences and inappropriate vocabulary which compromises the coherence of their writing.
- Candidates must be encouraged to do some form of planning. They should plan essays to maintain focus, yet they should **refrain from overly long planning**. The writing of a draft should be **limited to the essentials** to allow time for writing and editing.
- Candidates should refrain from using correction fluid!
- To ensure that markers are aware of where the essay begins and ends, candidates must distinguish clearly between their planning and their final product. Candidates must please draw a line through their rough drafts.
- Candidates should number their planning **and** their final copy clearly at the start of the essay.
- Candidates should include a title for their essay, especially when they have chosen one of the pictures, since this will create focus and reader expectation, as well as enhance the quality of writing.
- Candidates need to proofread and edit their work. There were many examples where words were carelessly omitted.
- Candidates must be encouraged to use their reading time effectively to identify **all** the required components of a topic.
- Candidates should spend enough time choosing a topic to which they can relate and which suits their style of writing. If there is a word in the topic which they do not understand, they should avoid that topic as there are other options.
- Candidates should not leave pages open between pieces of writing.
- Candidates should start each new piece of writing on a new page.
- Candidates must not tear pages from their booklets.
- It is essential that candidates start their essays at the **top** of a page and write to the **last line** of the page, as at times it appears to the marker that the essay has ended, yet there is still a paragraph that follows once the page has been turned.
- Encourage creativity and figurative responses to the topics. However, if the candidate is average, he/she should stick to what he/she knows.
- Educators should focus on the importance of **content** and learners should realise that their responses must be relevant to the topic.
- Candidates need to practise introductory and concluding paragraphs to ensure that the conclusion follows logically from the introduction. Educators should stress the importance of the impact of effective introductions and conclusions, as well as the need to establish the link between the introduction and conclusion.
- The importance of **structure** needs to be emphasised: the development of an essay is greatly enhanced by correct, logical paragraphing and the use of topic sentences. Candidates could use words like, "however", "although" "furthermore" to improve the link of ideas from one paragraph to the next.

- Candidates who develop their ideas and provide detail are able to score high marks for structure.
- Paragraphs need to be varied! Some candidates are under the impression that an essay consists of three paragraphs only: an introduction, a body and conclusion.
- Candidates need to be reminded that a new paragraph means leaving a line open. This is also very important when direct speech is used in the writing.
- Teach learners how to construct a paragraph: topic sentence plus elaboration. One paragraph should contain one idea. Learners also tend to string together topic sentences without elaboration.
- The importance of sentence structure should be reinforced to create readable and effective writing.
- Candidates should focus on varying their sentence length as this improves the style and structure of the essay.
- The weaker learners, especially, should focus on being concise. A sentence is a unit of meaning. Lengthy sentences, which could almost be considered to be a paragraph, should be avoided. Overly long and cumbersome sentences detract from the essence of the writing.
- However, candidates should avoid constructing a string of simple sentences.
- Discourage the repetitive use of **participial phrases** to start sentences.
- The use of **sentence fragments** is still a problem. Teachers should address the candidates' use of incomplete sentences.
- While good vocabulary is rewarded, inappropriate use of excessive pre-learnt or pre-taught **vocabulary** should be discouraged. Invariably candidates use these words in the incorrect context, producing incoherent responses.
- Encourage original metaphoric responses and avoid the use of clichés and idioms.
- Teachers should **not** encourage learners to learn lists of clichés, quotations and platitudes which are then used excessively in their writing. These come across as "forced" and produce writing which is not cohesive; instead, the writing is insincere, disjointed and lacks meaning.
- Teach candidates how to use rhetorical questions and devices effectively.
- Candidates must pay more attention to **punctuation**. Sentences were at times long and confusing, leading to a lack of coherence.
- **Comma splicing** remains an ongoing problem and needs **SERIOUS** attention. A lack of punctuation leads to long, rambling sentences. This is a problem which is on the increase and has a detrimental effect on the mark for language and structure. There were some centres where the majority of the candidates wrote paragraphs consisting of a single, confusing sentence.
- The correct format for listing is a comma between each item, with the last item in the list preceded by 'and'.
- Learners should not use semi-colons indiscriminately.
- The focus should be on using a comma after the word instead of at the beginning of the next line.
The following is incorrect: 'Even though matric was hard work
, it was worth the effort.'
- A hyphen must be used at the end of a syllable when a word is continued on the next line. If candidates are unsure where to use the hyphen, they should rather place the entire word on the next line.
- Candidates should avoid using 'e.g.' or 'etc.' or 'i.e.' in their writing. If they do insist on using these, they should abbreviate them properly and use them correctly.

- Instead of using 'reason being', candidates should use 'because'.
- Inconsistent use of the **pronoun** needs to be addressed, e.g. Candidates write, 'One should do their work' instead of 'One should do one's work' or 'Everybody must do their work' instead of 'his/her work'; 'A person should do their work' instead of 'A person should do his or her work'.
- Candidates should apply the rule that a pronoun replaces the name of the person or thing and should avoid writing: 'This letter it is ...' / 'Anne, she is a bully...' / 'some situations that we face they are difficult' / 'some problems we tend to solve them'.
- Remind candidates of the correct use of pronouns, e.g. 'Am leaving tomorrow' should be 'I am leaving tomorrow'.
- The incorrect use of pronouns creates ambiguity.
- It is correct to say: 'My friend and I went to town', not 'My friend and me...'.
- Avoid using two conjunctions next to each other, e.g. 'I should not do it but yet I do.'
- Avoid the use of too many and repetitive conjunctions which leads to long sentences.
- Avoid starting a sentence with a conjunction and not including the main clause, e.g. Because women being the workers in the home.
- It is correct to say 'Congratulations on'. 'Congratulations with'/'Congratulations for' are both incorrect.
- It is incorrect to write: "By these words I hope...".
- Educators should address sequence of tense. Candidates change tense in mid-sentence and within the paragraph. There is a tendency to use the continuous tense when the simple or perfect tense would be more appropriate.
- Candidates need to learn where to place the apostrophe in cases of omission.
- If contractions are used, they need to be punctuated correctly.
- The punctuation and paragraphing of **direct speech** needs to be addressed at grade eight level and reinforced every year, as well as the correct use of tense in indirect speech.
- Candidates must not use inverted commas indiscriminately.
- Discourage the use of **redundancies** such as: 'in this world we live in' / 'we as the youth / I as a person, / I as a human being / we as people / we as humans / we as individuals / us as mankind.' Such redundancies detract from the efficacy of the writing. It is worrisome that these redundancies are on the increase.
- Teachers should address **commonly confused words**: advice / advise; everyday and every day; they're / there / their; his / he's; where / were / wear; apart / a part; life / live / leave; still / steal; rich / reach; your / you are / peace / piece.
- Candidates should be made aware of the following words which are constantly **misspelt**: because / in fact / at least / wonderful / occasion / referred / occurred / diligently / tomorrow / challenges / powerful / grateful / truly / careful / beginning / develop / occasionally / a lot of / I am / as well / of course / definitely / every time / in case / receive / deceit / separate / desperate / favourite / writing / until / till / in spite of / in front / in fact / disappear / disappoint / guarantee / the use of sayed instead of said / payed instead of paid / cannot / happened.
- Correct the use of 'should of' (should have) / 'could of' (could have) / 'its' vs 'it's' / 'yous too' (used to) / 'gonna' (going to) / 'wanna' (want to).
- Avoid the use of 'hence' / 'a couple of' / 'you guys' / 'cos' / 'cause' instead of 'because'.
- Avoid excessive use of 'whereby' / 'therefore' / 'thus' / 'however'.

- Avoid the use of the oblique to provide options which create redundancies, e.g. He was fat/obese.
- Random, irrelevant quotations should be discouraged.
- Stress the use of the auxiliary verb, e.g. 'I leaving now' should be 'I am leaving now.'; 'Where you going?' should be 'Where are you going?'
- Remind candidates of the use of the article, e.g. 'Majority of learners' should be replaced with 'The majority of learners'.
- Avoid offensive and inappropriate content (overly religious, political, sexual, irreligious, gruesome, profanities, drug and alcohol abuse).
- Far too many candidates do not use capital letters at the start of sentences and for proper nouns, especially 'I'.
- The tone and register should not be informal, unless it is appropriate in context. Slang is to be avoided.
- Should a learner require to emphasise a word or phrase, it should be underlined or written in capital letters.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Learners were able to respond in any style to the topics. Candidates who prefer narrative essays were able to adapt the topics to suit their writing.
- Some candidates were unable to organise their thoughts, resulting in haphazard and muddled writing. Some form of **planning** is essential.
- Learners should ensure neatness and legibility.
- There are a number of learners who insert capital letters randomly into their sentences.
- It is encouraging to see that the use of WhatsApp language is on the decline. However, the use of "i" instead of "I" remains a problem.
- Learners should ensure that they write in the language in which they are being assessed.

© Any other comments useful to teachers, subject advisors, teacher etc.

Candidates should be guided by the word limitations and time allocations.

Candidates MUST NOT:

- Correct their work in pencil.
- Use correcting fluid.
- Use different handwritings in their responses. Unfortunately, this is on the increase and candidates need to be cautioned in this regard. These cases have to be investigated as "irregularities" and could have unfortunate consequences for the learners.
- Use multi-coloured pens to edit work. This interferes with the marking process.
- Use a pen that is too light. Legibility is of **paramount** importance.
- Choose topics which they do not fully understand. Topics which were poorly answered resulted from a misunderstanding or misinterpretation of the topic.
- **Tear pages** from their answer books. Planning must be left in the answer book.
- Use 'In conclusion' or 'I conclude with' to end their essays.
- Write: 'I quote' as an introduction to a quotation.
- Prepare essays then attempt to manipulate the topic.
- Address more than one topic in their responses.

- Use phrases from other topics in their writing: this detracts from originality
- Use incorrect prepositions. Candidates use 'on' as a preposition when others are correct and more appropriate. For example, 'I am good on football.'; 'all the best on your future'; 'keep track on my life'.
- Use clichés, stock or flowery phrases as these do not enhance the writing and lead to confusion. Refer to the common errors listed in ©.
- Try to impress the marker by being verbose.
- Write religious essays that sermonise and threaten the reader with damnation. Avoid offending the audience.

SECTION B: TRANSACTIONAL WRITING

Average mark from the sample of 100:		SECTION B
SUB - QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1	Informal Letter	55.2
2.2	Dialogue	63.2
2.3	Speech	58
2.4	Magazine Article	75.6
2.5	Obituary	62.8
2.6	Formal Letter	64

GENERAL

It is important to remember that transactional writing has a specific purpose and that relevant formats should be used. This is NOT a creative writing section. Responses need to be appropriate to the topic and purpose. Register and tone are of **MAJOR** importance.

In previous years, candidates performed better in Section B than in Section A. However, with the inclusion of more restrictive aspects, candidates are not achieving as well as before. This is because they do not read the topic carefully and omit some of the requirements in their responses.

SECTION B

2.1 INFORMAL LETTER

This was a popular choice. Unfortunately, many candidates did not understand the meaning of the word "heirloom" and this impacted negatively on the Section B mark. The candidates were expected to reflect persuasive language and most succeeded in doing so. The letter should have been addressed to a relative, but a number of candidates chose to write to a friend.

2.2 DIALOGUE

This was a frequently chosen option. However, many candidates succumbed to long introductions instead of getting to the point of the dialogue. A number of candidates did not read the question and neglected to keep the dialogue between the owner and the speaker. Many used an interview format and this was to their detriment. A number of authentic responses were recorded and generally this topic was well handled.

2.3 SPEECH

This was generally poorly handled. There were too many aspects which had to be addressed and candidates often omitted one or more of these aspects. The high order terminology was not always understood. Many learners took too long to get to the point of the speech. They spent too much time greeting those present. Many of the speeches were illogical and unrealistic.

2.4 MAGAZINE ARTICLE

This was the least attempted topic. A number of candidates deviated from the topic by discussing the effects of selfies and not the rise thereof. Those candidates who succeeded in achieving good marks, were well-versed in the requirements of a magazine article.

2.5 OBITUARY

This was a relatively popular choice. Most responses were moderate to good. Although there has been a marked improvement in the format, there are still too many learners who write a eulogy. They start by addressing an audience. Educators need to ensure that the learners are aware of the correct format. The reference to the selfless service to humanity was not always elaborated. Candidates must avoid a response where the deceased has written his/her own obituary. Such responses will be awarded “Elementary” for content.

REQUIREMENTS:

- an obituary is a **notice of death in a newspaper**. A eulogy is read in church.
- surname, name and possibly nickname
- details of birth, death and life of the deceased
- details of the service, cause of death and instructions regarding condolences
- use of euphemism (‘passed away’ instead of ‘died’)

AVOID:

- first person narration, e.g. ‘I was born ...’; ‘I died ...’
- personal references to the deceased
- present tense
- overly emotive language
- inappropriate content, e.g. ‘He was a gangster who was involved with drugs ...’
- muddling of chronological order
- the use of sub-headings
- ‘She was born by her mother...’
- ‘He attended primary at ...’
- ‘He did his lower grades...’/‘He did his senior grades...’

2.6 FORMAL LETTER

This was a popular choice which was well within the candidates' frame of reference and therefore, was suitably handled. Format and register still remain problematic. Subject lines were far too long. Candidates still incorrectly use **both** the street and the P O Box address instead of only one or the other. The signing off was incorrect. Candidates used 'Kind regards' and 'Yours truly'.

When the addressee's name is known the signing off may be, 'Yours sincerely' instead of 'Yours faithfully'.

Candidates should not start the letter by writing: 'My name is'.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Most of the common errors have been mentioned above.

Far too many candidates did not know the appropriate formats for the transactional writing nor did they understand the purpose. They did not address all the required aspects of the topics.

In the dialogue (2.2), the element of surprise was not always well-established. The setting for the dialogue should be a restaurant. The "stage directions" are often far too prevalent and the dialogue is not well developed as a result.

In the speech (2.3) the incorrect audience was addressed and therefore the tone and register became an issue. The speaker became too autobiographical and neglected the reason for the speech.

Format of the magazine article (2.4) should be revised by educators in the classroom.

The format of the obituary (2.5) is often neglected and eulogies are still being mistaken for obituaries.

The formal letter (2.6) at times, reads like a letter to the editor.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Centres must ensure that they provide learners with the correct format and requirements of Section B. It was clear that learners have been provided with incorrect information, especially regarding the obituary. There were many centres where candidates' responses mirrored incorrect teaching. Eulogies instead of obituaries were written.
- Educators should give detailed feedback after all formal SBA tasks and examinations in order to improve on the quality of writing and to make learners aware of issues they need to address.
- Focus on the importance of using correct transactional formats to score top marks.
- Candidates should be made aware of the descriptors on the rubrics to equip them to respond to the topics as expected and to improve on their writing. Being exposed to the rubric will create an understanding of the requirements of the topics.
- Educators should condition learners to answer to their strengths.
- Candidates need to be taught to analyse a topic and highlight the key aspects.
- Learners should select topics to which they can relate and to which they can respond

with confidence and knowledge.

- Register and tone must be appropriate to the purpose of the writing.
- Inappropriate information should not be included, especially in the obituary.
- Paragraphing, structure, register and tone are important.
- Concise writing must be practised since learners need to give as much relevant detail as possible.
- Details need elaboration to achieve the purpose of the writing. This will prevent general responses. Candidates should avoid needless repetition to make the point.
- Candidates must avoid redundancies, e.g. We are going to look/see; We were searching/looking for.
- Candidates must focus on proper conclusions. Transactional writing, especially, cannot be left hanging.
- The dates should be written in full and numerals should be used for the day and year.
- Numbers used in a sentence must be written in full, e.g. He was five years old. & should not be used instead of 'and'.

(d) Describe any other specific observations relating to responses of learners.

Far too many candidates did not know the appropriate formats for the transactional writing nor did they understand the purpose, especially with regards to the obituary.

Refer to the report on each topic in Section B above for areas that need attention in the transactional writing.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Candidates should avoid responses that are too general or vague. Educators should stress the importance of appropriate register and tone. Slang and swearing are never acceptable.

PLANNING:

- Candidates need to show progression/development/organisation of ideas in their writing.
- Visible evidence of planning (rough work) is a recommendation.
- The instruction on the question paper regarding planning is to encourage candidates to organise their thoughts. It is part of the writing process.

SECTION A: CHOICE OF TOPIC

- Candidates should be **encouraged to choose topics they understand** or which are familiar to them. Too many candidates choose a topic which they misinterpret or which is totally foreign to their realm of experience.
- By choosing a topic to which they can relate, candidates are able to produce sincere and honest responses which are credited accordingly.
- Candidates should be taught to underline keywords in the topic so that they can remain focused on what is required. This will help to avoid a misinterpretation of the topic or too a narrow focus.

- Candidates should avoid responses that are simply over-the-top, completely unrealistic, or 'It was all a dream...'.
- Candidates should be discouraged from after-death writing.
- Candidates should not leave the reader hanging. This is sometimes done for effect, but usually the candidates have no idea of a suitable conclusion or they have reached the allocated number of words and bring the essay to an abrupt end.

LANGUAGE VS CONTENT MARK

- If a candidate's response is off the topic or a misinterpretation of the topic, the content mark will fall into the "Elementary" or "Moderate" category, depending on the severity of the problem. In such a case, the language mark **cannot be more than ONE category higher than the content mark**.
- This rule does not work in reverse: a candidate can be awarded a 'Skilful' mark for content and a "Moderate" or "Elementary" mark for language.

RUBRIC

- When deciding on a category on the rubric, markers are not influenced by one descriptor only.
- The category in which **most** of the descriptors apply is selected.

SECTION B: GENERAL

FORMAT

- Markers first focus on the content.
- If there are major problems with format, the mark will be dropped slightly in the category decided on for content; or a mark will be awarded from the next category down. The drop in category depends on the severity of the format problem. What the candidate says, is therefore more important than the format.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P3

NOVEMBER 2020

MARKS: 100

TIME: 2½ hours

This question paper consists of 6 pages.



INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

SECTION A: Essay (50)
SECTION B: Transactional Texts (2 x 25) (50)
2. Answer ONE question from SECTION A and TWO questions from SECTION B.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/a diagram/a flow chart/key words), edit and proofread your work. The plan must appear BEFORE the answer.
6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.
7. You are strongly advised to spend your time as follows:

SECTION A: approximately 80 minutes
SECTION B: approximately 70 (2 x 35) minutes
8. Number the answers correctly according to the numbering system used in this question paper.
9. The title/heading must NOT be included when doing a word count.
10. Write neatly and legibly.



SECTION A: ESSAY**QUESTION 1**

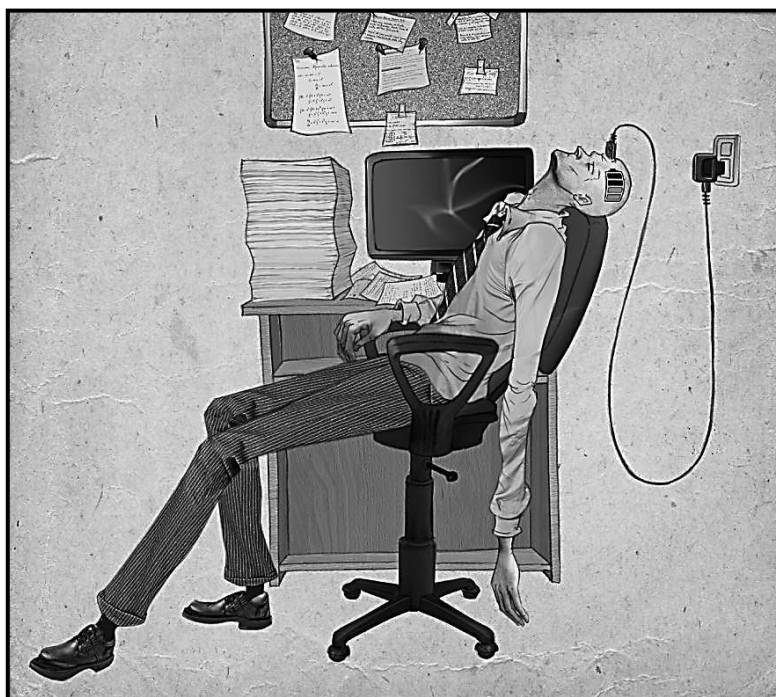
Write an essay of 400–450 words (2–2½ pages) on ONE of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.

- 1.1 The past still haunts them. [50]
- 1.2 Modern trends have replaced cultural beliefs and practices. [50]
- 1.3 'When we came to it
We, the people, have the power to fashion for this earth
A climate where every man and every woman
Can live freely without crippling fear.'
[Adapted from Maya Angelou] [50]
- 1.4 Impossible possibilities [50]
- 1.5 However long the night, dawn will break.
[African proverb] [50]
- 1.6 The pictures reproduced below and on page 4 may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number (1.6.1, 1.6.2 or 1.6.3) of your choice and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.6.1



[Source: www.viraltrendzz.com]

[50]

1.6.2

[Source: www.inspirefirst.com]**[50]**

1.6.3

[Source: www.nationalgeographic.com]**[50]****TOTAL SECTION A: 50**

SECTION B: TRANSACTIONAL TEXTS**QUESTION 2**

- Respond to TWO of the following topics.
- The body of each of your answers should be 180–200 words (20–25 lines) in length.
- Pay careful attention to the following:
 - Audience, register, tone and style
 - Choice of words and language structure
 - Format
- Write down the NUMBER and TITLE/HEADING of the text you have chosen, e.g. 2.1 Informal Letter.

2.1 INFORMAL LETTER

Write a letter to a relative, encouraging him/her to accept an unwanted family heirloom.

[25]**2.2 DIALOGUE**

[Source: www.pinterest.com]

You visited your local restaurant and were surprised that dogs were allowed into the establishment.

Write the dialogue that ensues between you and the owner of the restaurant.

[25]**2.3 SPEECH**

There has been an upsurge in the delinquency of a group of young people in your community. As a famous rap artist/singer who was raised in your community, you wish to dispel the perception that all young people are social misfits.

Write the speech that you would deliver to angry residents, at a community gathering.

[25]

2.4 MAGAZINE ARTICLE

[Source: [inspirationfeed.com](https://www.inspirationfeed.com)]

As a journalist for the youth magazine, *FACE-UP*, you have been assigned to write an article on: The Rise of the Selfie.

Write the magazine article.

[25]

2.5 OBITUARY

A doctor, who has dedicated his/her life to the selfless service of humanity in your community, has died.

Write his/her obituary.

[25]

2.6 FORMAL LETTER

Local matches of your favourite sport will only be screened on the pay channel.

Write a letter to the public broadcaster expressing your views.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

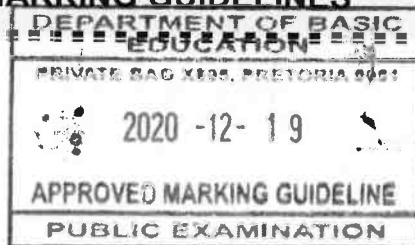
GRADE 12

ENGLISH HOME LANGUAGE P3

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 100



These marking guidelines consist of 9 pages.

Umalusi External Moderators:

Miss S. Maharaj

Ms F. Suliman

DBE Internal Moderator:

Ms N. Singh

19 November 2020

19 November 2020

INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B
- Grammar, spelling and punctuation
- Language structures, including an awareness of critical language
- Choice of words and idiomatic language
- Sentence construction
- Paragraphing
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion



SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on pages 7 and 8 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
TOTAL	50

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 9 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
TOTAL	25

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.



NOTE:

- The points given below each topic in these marking guidelines serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

SECTION A: ESSAY**QUESTION 1**

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, discursive, argumentative, or any combination of these.

1.1 The past still haunts them.

- The focus should be the impact of the past on the present. [50]

1.2 Modern trends have replaced cultural beliefs and practices.

- Candidates could argue for or against the assertion. [50]

**1.3 'When we came to it
We, the people, have the power to fashion for this earth
A climate where every man and every woman
Can live freely without crippling fear.'**

[Adapted from Maya Angelou]

- The focus should be on humankind's potential to create a better world. [50]

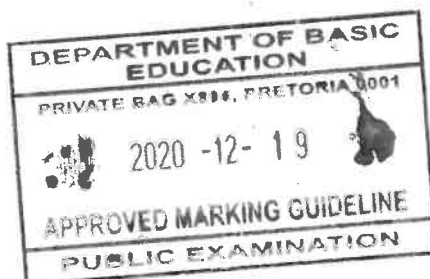
1.4 Impossible possibilities

- Candidates should include the concept of inaccessible possibilities/lack of prospects.
- Attaining the impossible/realising dreams [50]

1.5 However long the night, dawn will break.

[African proverb]

- Candidates could argue for or against the assertion.
- Despite life's adversities, there is promise for the future. [50]



1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.6.1 **Plugged in**

- Credit literal, figurative and mixed responses. [50]

1.6.2 **Children and birds**

- Credit literal, figurative and mixed responses. [50]

1.6.3 **Trees on a railway track**

- Credit literal, figurative and mixed responses. [50]

TOTAL SECTION A: 50



SECTION B: TRANSACTIONAL TEXTS**QUESTION 2**

Candidates are required to respond to TWO of the topics set. The body of each response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

2.1 INFORMAL LETTER

- The letter should persuade the relative to take possession of the unwanted heirloom.
- Format: own address, date, salutation, signing off

[25]**2.2 DIALOGUE**

- The views expressed could be positive/negative/mixed.
- Only two characters may be included.
- Use valid dialogue format.

[25]**2.3 SPEECH**

- The speech should present a positive perspective of the youth.
- Negative notions/stereotypes should be dispelled.

[25]**2.4 MAGAZINE ARTICLE**

- The views expressed could be positive/negative/mixed.
- Format: Headline; by-line (optional)

[25]**2.5 OBITUARY**

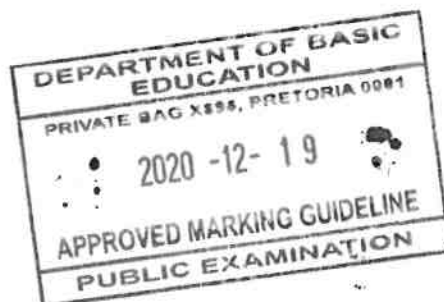
- The candidate must show an understanding of an obituary as opposed to a eulogy.
- The focus should be on the doctor's selfless service to the community.

[25]**2.6 FORMAL LETTER**

- The letter should address the writer's views on the issue of sport broadcasts being restricted to subscribers of pay channels.
- Format: own address, date, addressee, subject line, salutation, signing off

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

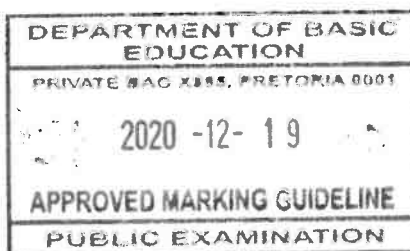


NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper-level 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.

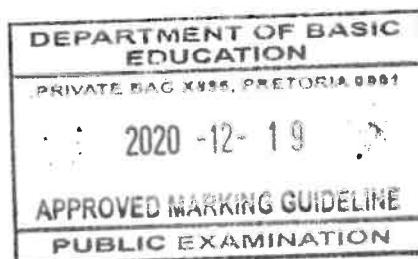
ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

Criteria		Exceptional 28–30	Skilful 22–24	Moderate 16–18	Elementary 10–12	Inadequate 4–6
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent, including introduction, body and conclusion	-Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion	-Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion	-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	-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent, 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



ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

Criteria		Exceptional 14–15	Skilful 11–12	Moderate 8–9	Elementary 5–6	Inadequate 0–3
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	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very 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 less 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 not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	-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 sentences -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		-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 sense	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
		5	4	3	2	0–1



ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 15 MARKS	13–15 -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	10–12 -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	7–9 -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	4–6 -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	0–3 -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 and spelling 10 MARKS	9–10 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	7–8 -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	5–6 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3–4 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -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

