



Province of the
EASTERN CAPE
EDUCATION



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2022

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 13 pages.

INSTRUCTIONS AND INFORMATION

This marking guideline 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 have to 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 exceeded, refer to the First Additional Language Examination Guidelines, Grade 12, 2021 (page 16.)
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 It was exciting ...

Narrative/Reflective/Descriptive

- If narrative, a storyline illustrating the statement must be evident in which a series of events are shown. 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.

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

[50]

1.2 Life is a journey

Descriptive/Narrative/Reflective/Discursive/Argumentative

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong storyline must be evident in which a series of events lead to a negative/positive outcome. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- 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.
- 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.

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

[50]

1.3 My perfect space

Reflective/Narrative/Descriptive

- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If narrative, a strong storyline must be evident in which a series of events lead to a negative outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create a picture in words, trying to use 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/any other essay type.

[50]

1.4 Forgiveness

Narrative/Reflective/Descriptive/Discursive

- If narrative, a strong storyline must be evident in which a series of events leads to a negative outcome. 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 or against must be well-balanced and clearly analysed in the course of the essay.

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

[50]

**1.5 ‘Be careful with your words they can only be excused not forgotten.’–
Anonymous**

Narrative/Descriptive/Reflective/Discursive

- If narrative, a strong storyline must be evident in which a series of events leads to a negative outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.

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

[50]

1.6 Money is not everything in life

Discursive//Reflective/Narrative/Descriptive/ Argumentative

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.
- 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.

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

[50]

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.

1.7.1 Picture: Hungry sleeping child

- **Literal interpretation:** hunger, poverty, survival, death, struggle to live, going without food, being healthy, children's rights, childcare etc.
- **Figurative interpretations:** the right to food, war, famine, the family environment, neglected children, parenting, the impact of war on the child, abandoned children, how children should be treated, loving children etc.

[50]

1.7.2 Picture: Laptop with seedling

- **Literal interpretation:** computers/laptops, computers and the environment, the advantages of having a laptop, computer technology and agriculture, computers and the environment etc.
- **Figurative interpretations:** growth, creativity and computers, new opportunities for technology and the environment, sustainable environmental practices, planting using technology, food security and technology etc.

[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

Comforting a friend and apologising.

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.
 - The candidate must comfort and apologise to his/her friend for the trouble experienced.

[30]**2.2 MINUTES OF MEETING**

There should be an agreement between the agenda and minutes.

- Register and tone should be formal.
- Complete sentences are not necessary.
- Items should be numbered.
- The following should be explored, **among others**:
 - Clear reference to speakers and respective seconders.
 - Resolutions arrived at should be clearly indicated as such.
 - The content of the minutes should relate to proposals relating to the planning of the community arts festival.

[30]

2.3 MAGAZINE ARTICLE

An article for a magazine

- The article must have a suitable heading.
- The article must have clearly defined paragraphs.
- The style should be personal, addressing the reader.
- The language must be formal.
- The article should be stimulating to the reader/encourage the youth to achieve their dreams.
- The article must provide the reader with practical advice on steps to follow to make dreams come true.

[30]

2.4 DIALOGUE

A conversation between you and your grandmother.

- A context must be provided at the beginning of the dialogue.
- The following aspects of the dialogue format must be included:
 - The names of the speakers should be followed by colons.
 - A new line should be used to indicate each new speaker.
 - Stage directions if used must be indicated in brackets, before the words are spoken.
- The dialogue must be between yourself and your grandmother.
- The tone must be informal.
- A conversation with your grandmother to convince her that she must be vaccinated and reassurance that she will be safe.
- The 'convincing' of the grandmother must be clear.

[30]

TOTAL SECTION B: 30

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 INVITATION CARD

Invitation to friends and relatives for surprise celebration.

- The invitation must include the following aspects:
 - Recipient
 - Date, venue and time
 - Type of function must be clear
 - Language should be suited to the context
 - Full sentences are not necessary
- The following details may be included, **among others**:
 - Name of invitee
 - Dress code
 - RSVP

NOTE: No marks are awarded for drawings and illustrations.

[20]

3.2 DIARY ENTRY

Candidate's feelings **BEFORE** and **AFTER** the first day at catering college.

- There **MUST** be ONE diary entry with a date and time.
- The entry should express the candidate's feelings before and after the first day at a catering college.
- The diary entry should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

[20]

3.3 INSTRUCTIONS

Safety measures for learners and teachers

- Numbers or bullets may be used to indicate each new instruction.
- Instructions may be in point form.
- 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]**TOTAL SECTION C: 20****GRAND TOTAL: 100**

SECTION A: RUBRIC FOR ASSESSING ESSAY – 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	22–24	16–18	10–12	4–6
		<ul style="list-style-type: none"> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending 	<ul style="list-style-type: none"> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence. 	<ul style="list-style-type: none"> - 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
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence. 	<ul style="list-style-type: none"> - 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
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	
		<ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - 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
		<ul style="list-style-type: none"> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed 	<ul style="list-style-type: none"> - Logical development of details - Coherent - Sentences, paragraphs logical, varied 	<ul style="list-style-type: none"> - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes some sense 	<ul style="list-style-type: none"> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws. 	<ul style="list-style-type: none"> - 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]

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 – ADDITIONAL LANGUAGE [20 marks]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	10–12	8–9	6–7	4–5	0–3
<p>CONTENT PLANNING AND FORMAT</p> <p>(Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context</p> <p>12 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>8 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 obscured
MARKS RANGE	17–20	13–15	10–11	7–8	0–5