



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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

REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

**2022 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH FIRST ADDITIONAL LANGUAGE</b>
<b>PAPER</b>	<b>THREE</b>
<b>DURATION OF PAPER :</b>	<b>2½ HOURS</b>
<b>PROVINCE</b>	<b>EASTERN CAPE</b>
<b>DATES OF MARKING</b>	<b>09-22 DECEMBER 2022</b>

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

**SECTION A**

**QUESTION ONE**

**1.1 I wish I had known**

(The average mark for this question was 33/50 – 66%)

This was the most popular topic and responses ranged from exceptional to banal. Candidates who chose this topic wrote really deep and personal accounts of what they wished they had known in order to avoid regrets. The topic lent itself to mainly narrative responses. While the topic lent itself to lessons being learned and changes being made, some also alluded to the dark side and related sad and horror tales of gender based violence, femicide, family violence and other forms of the challenging side of life. Others concluded that had they known they would never have chosen to be “so and so’s child, partner, wife etc.

## **1.2 A habit I would like to change**

(The average for this question was 34/50 – 68%)

This was the second most popular topic. Candidates who chose this topic wrote moderately. Responses ranged from exceptional to inadequate. Mostly candidates wrote about changing from bad to good habits which ranged from alcoholism, addictions, violence and other forms of vice which warranted a change from bad to good. There was also the reverse where candidates wanted to change from being a “goody-two shoes” to being a gangster who could harm and put fear into people. One candidate wrote that they would like to change the habit of kindness into becoming someone bad. Sadly, some candidates as always misinterpreted and misunderstood the topic. Some also demonstrated a lack of understanding between the word habit and habitat.

## **1.3 Even a small star shines in the dark**

(The average mark for this question was 34/50 – 68%)

A fair number of candidates chose this topic and really wrote profound and interesting essays. This topic was chosen by the more astute learner who has a fair command of their First Additional Language. Some alluded to how anyone can make a difference. Candidates alluded to the themes of light and dark and to fortune telling that could take place by using the stars. Many also wrote about how a parent, friend or relative was their star during dark days.

## **1.4 One generation plants a tree, the next generation enjoys the shade.**

(The average mark for this question was 29/50 – 58%)

Few candidates attempted this topic. Those who did write mature and insightful responses. Many used the planting of trees as a symbol of the old order and the benefits derived from the old order as being their shade. It is clear that candidates need to be more exposed to topics of this nature as they were unable to respond as was expected. Those who wrote mature and insightful essays scored very well.

## **1.5 “Do not raise your voice; increase your argument – Desmond Tutu**

(The average mark for this question was 33/50 – 66%)

Very few candidates attempted this essay. This essay was pitched at your more astute candidate who has a very good command of his first additional language and is able to write well. Those who attempted this topic wrote mature and insightful responses, but as usual you have those candidates who just chose a topic to write on and performed dismally. They created the sense that they did not really understand the topic and wrote very poor essays. This essay type containing the quote generally does not perform well and attention needs to be paid in empowering candidates on “how to” attempt the topic

## **1.6 Pictorial Stimuli – Girl chasing Balloon**

(The average mark for this question was 34/50 – 68%)

A fair number of candidates chose to write about this pictorial stimulus. Some chose the girl pursuing a dream or career, others alluded to childhood memories, a dream that they had, a destiny they were pursuing. The picture is very open ended and candidates were credited according to their responses.

## **1.7 Pictorial Stimuli – Hand with hearts**

(The average mark for this question was 35/50 – 70%)

Candidates responded moderately to this topic and as expected emphasised the ‘love’ aspect. A few wrote about reaching out in love and kindness to your fellow man and neighbour but mostly your more astute candidate chose to write on this topic. One candidate wrote about how your hands are the most important part of your anatomy and its versatility. Overall those who attempted this topic scored well.

## **1.8 Pictorial Stimuli – Dog**

(The average mark for this question was 36/50 – 72%)

Although the dog in the picture is subject to much public debate and political innuendo currently, one would have thought that this would be a popular choice for candidates, however this was not the case. Responses from those who chose this topic was mainly protectionist and pro-animal rights and alluded to the fact that if humans were not cruel to animals they would not reciprocate the same behaviour or retaliate. Most were against the wholesale killing of dogs simply because they were a certain breed of dog. It was felt that animals should be treated with the same dignity human beings are taught. Learners who attempted this topic scored well in general.

## **SECTION B QUESTION TWO**

### **2.1 LETTER TO THE PRESS**

(The average mark for this question was 17/30 – 57%)

This was the most popular choice in Section B, because it was topical. Many candidates responded to the context of the question because they could identify with it, however many failed to specify to which match they were referring and were very vague in certain instances. Candidates defaulted on the format of the letter to the press and left out the following: recipient address, introductory salutation, topic sentence and the ending salutation. Overall most learners were able to produce a basic response in choosing to write about this topic.

## **2.2 OBITUARY**

(The average mark for this question was 17/30 – 57%)

This was the second most popular choice in Section B. Candidates could relate well to this question as it is within their experiential field. Responses ranged from exceptional to inadequate. Many were able to produce relatively good responses but was seriously lacking when it came to the tribute which was a must as required by the question. Most tended to go overboard on biographical details. On the other hand, some candidates only wrote the tribute part, omitting the biographical details and thereby prejudicing themselves.

## **2.3 REPORT**

(The average mark for this question was 20/30 - 67%)

Very few candidates chose this question. Those candidates who did, wrote very good reports. This question again was aimed at the more astute candidate who has a good command of his/her first additional language and was able to focus on what the question demanded him/her to write. The format was seriously lacking in most instances. This aspect needs to be looked at, especially the differentiation between the formats of formal and informal report writing.

## **2.4 DIALOGUE**

(The average mark for this question was 20/30 – 67%)

This was the third most popular choice of candidates. They produced fairly good texts and were able to write reasonably well at times providing very good reasons why the parent should not resign. At times humorous citing but what about my “matric ball”, “the new car promised to me”, and “my new wardrobe after the matric results”. Some were vague and in extreme cases impolite and casual when addressing a parent while the question demanded a serious but gentle formal tone as it pertained to the future of family life. The following aspects of format were grossly neglected by candidates namely, omission of the context/setting, not leaving a line between speakers, wrong use of stage directions and exceeding the word limit in most cases due to having long introductions and greetings at the beginning of the text.

## **SECTION C**

### **QUESTION THREE**

#### **3.1 INVITATION**

(The average mark for this question was 12/20 – 60%)

This was the second most popular question of choice attempted in this section. Most candidates were able to respond reasonably well and were able to address both aspects of the 'mother and sibling' in the introductory part of the invitation despite the fears that they would not be able to do so. The following aspects of format were also seriously neglected by candidates: name(s) of invitee, date, time, type of event and in certain instances the venue – some candidates assumed that the event would be held in their homes. Overall most candidates were able to score moderately in this question.

#### **3.2 DIARY ENTRY**

(The average mark for this question was 13/20 – 65%)

This was the most popular question in this section, however most did a 'BEFORE' and 'AFTER' entry often resulting in the allowed limit of 100 words being exceeded before the 'AFTER' content could be considered. Some candidates ignored the relative part and only mentioned it being a friend. In instances it was most disconcerting assessing this text as you got the impression that the two entries were deliberately taught as being the normative for this question. It is very apparent that educators are not au fait with the section in the CAPS DOCUMENT for creative writing and the newly published EXAMINATION GUIDELINES 2021 which contain the prescripts for this format. It is also very dangerous to assume that the question for the diary will be asked in a certain way. It misleads the candidates being prepared to write this paper and to a certain extent makes this section of the paper predictable which is a worrying trend.

#### **3.3 INSTRUCTIONS**

(The average mark for this question was 12/20 – 60%)

Not many candidates attempted this question. The responses ranged from exceptional to inadequate. Some very good responses were recorded but most gave vague or irrelevant instructions as they were not familiar with what constituted good customer service as most do not frequent restaurants.

# PROVIDE SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING

## 4. ISSUES FOR EDUCATORS TO NOTE

### 4.1 PLANNING AND EDITING

Educators are reminded that learners **MUST** be taught the writing process. All written pieces must be carefully chosen, planned and edited before the final draft is written. During the marking session it became clear that not all candidates plan and edit their work.

### 4.2 TOPIC SELECTION

Candidates should be cautioned to choose topics that speak to their strengths. They should be exposed to visual stimuli and topics containing quotes. Some candidates choose these topics and then do not do justice to the topic. Educators should teach candidates to respond to both parts of a topic if and when they are required to do so.

### 4.3 ILLEGIBLE HANDWRITING

It has become very commonplace for learners to write illegibly. There were many cases where you could not make out what candidates have written. In some instances during marking learners wrote the letters upside down and in 'squiggles' that were unintelligible. This is a most disconcerting, heart rendering and painful trend as candidates expect to be resulted at the end of the day. Learners must be encouraged to write neatly and legibly. Rigorous advocacy needs to be done regarding the concessions available for candidates who have problems/challenges with their handwriting. Candidates are disadvantaging themselves.

### 4.4 CANDIDATES RESPONDING TO ONLY TWO SECTIONS

A most disturbing trend has emerged from the 2022 marking of the NSC November examinations that needs to be arrested immediately. Some candidates are only selecting questions from SECTION A and SECTION B and leave out SECTION C. This is most worrying as it disadvantages candidates. Instructions on page 2 of the question paper clearly advise the candidate how much time he/she must spend on each section and how many questions must be selected to answer. It would seem as though candidates are deliberately doing this and they need to be cautioned against it, as they are only disadvantaging themselves.

#### 4.5 EXCEEDING THE LENGTH OF WRITTEN PIECES

It was noted again this year during marking that a large number of candidates do not adhere to the **prescribed length** of the various writing pieces (essays, longer transactional writing and shorter transactional writing). When exceeding the prescribed length of the written pieces candidates penalise themselves, if they either go beyond the stipulated length or if they write texts that are too short. The blatant disregard for the length of written pieces indicates a lack of proper planning and organisation which **impacts negatively on the marks awarded for Content.**

#### **RECOMMENDATIONS TO EDUCATORS**

Educators need to refer to the **CAPS DOCUMENT** in order to familiarise themselves with the **VARIOUS ESSAY TYPES, LONGER AND SHORTER TRANSACTIONAL TEXT FORMS AND TYPES** that need to be covered in the **FET Phase – with reference to the CAPS Document pages 35-45.** (This differs from the NSC Curriculum Document.) The types of text forms are pertinently stated in the CAPS Document and in the **OFFICIAL LANGUAGES DOCUMENT FOR FIRST ADDITIONAL LANGUAGE GRADE 12, 2014 and the newly published EXAMINATION GUIDELINES FOR ENGFAL 2021.** Subject Advisors need to advocate for and emphasise Paper 3 when visiting schools as it is weighted with the most marks (100) of the three papers written.

We also wish to furthermore note the following concerns that need the urgent attention of educators that have surfaced during the current marking session:

- Paragraph development and sentence construction is, in many cases sadly lacking. Learners need to be taught proper sentence construction and that using shorter sentences are much more effective than long, rambling sentences, which ultimately leads to incoherent, muddled writing. To counteract poor sentence construction, teachers should focus on “joining sentences” and using the appropriate conjunctions when covering grammar.
- It has also become apparent that candidates’ writing display a lack of exposure to the conventions for the use of correct tenses, infinitives, modal verbs and concord. Educators and Subject Advisors should ensure as a matter of urgency that language structures and proper language conventions are taught extensively, effectively and substantively in the FET Phase. Educators should not only expose learners to formal SBA activities but also informal activities in the classroom.
- Special workshops and rigorous training sessions should be arranged by subject advisors to train educators on the effective use of the current marking rubric. The inability of educators in using the marking rubric became very apparent during the current marking session. Educators must familiarize themselves with this marking assessment tool to be able to make correct assessments.

- **The FORMATS in SECTION B and SECTION C** (Longer and Shorter Transactional Writing) again was a problem for learners during the writing of this year’s examinations. Longer and shorter transactional pieces **should be covered in logical sequence or in cycles from Grade 10 to Grade 12 over a period of three years during the FET PHASE. Consult the CAPS Document or the SUBJECT ADVISOR in your District.** Teachers cannot (with success) teach all these text-forms in Grade 12 only.
- Educators in general have difficulty in recognising “exceptional” and “abstract” writing. This shortcoming impedes the ability of markers to successfully assess these forms of writing and to credit them appropriately. Educators must make a conscious effort to expose themselves to these forms of writing so that they can assess these types of writing successfully.

## **USING THE ELECTRONIC MEDIA TO EMPOWER YOURSELF IN CREATIVE WRITING**

**EDUCATORS ARE ENCOURAGED TO ENROL FOR SHORT COURSES / CERTIFICATES / DIPLOMAS IN ENGLISH CREATIVE WRITING AND LANGUAGE TEACHING SO THAT THEY CAN IMPROVE THEIR SUBJECT KNOWLEDGE USING ONLINE PLATFORMS THAT CAN BE ACCESSED FOR CREATIVE WRITING AND PROFESSIONAL DEVELOPMENT IN WRITING.**

## **ASPECTS THAT CAN BE FOCUSED ON IN ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING AS RELATED TO CREATIVE WRITING**

### **LANGUAGE CONVENTIONS THAT NEED ATTENTION IN THE ENGLISH CLASS**

- Sentence structures and conventions
- Parts of Speech
- Tenses
- Modals (have to/had to, must, should, need, ought to and their negative forms)
- Use of passive voice
- Subject - verb concord
- Reporting
- Use of reported speech
- Commands and requests
- Statements
- Questions
- Clauses
- Noun clauses
- Adverb clauses of condition and time
- Relative clauses
- Determiners

### **OBSERVATIONS ABOUT CREATIVE WRITING**

- Learners need to be taught the various types of essays that can be produced and how each one should be structured  
Formats for the longer and shorter transactional texts need to be taught
- Paragraph development and structure needs serious attention.
- Syntax
- Sentence construction
- Original Writing
- Peer Editing
- Writing Techniques
- Register
- Style
- Voice
- Text Production (Posters, Adverts, Cartoons etc.)

### **FORMATS OF LONGER AND SHORTER TRANSACTIONAL PIECES**



- Prepositions
- Spelling rules
- Conditional sentences
- Emotive and manipulative language
- Implied meaning and inference
- Denotation and connotation
- Contractions (this needs very serious attention)
- Synonyms
- Antonyms
- Paronyms
- Homonyms
- Homophones
- Prefixes, Roots, Suffixes and Affixes
- Conversational English
- Context
- Colloquial Language
- Meta-Language
- Figurative and Literal Language
- [maxmatrix.com/english-notes](http://maxmatrix.com/english-notes)
- [obituaryguide.com/](http://obituaryguide.com/)
- This **website** has tips and ideas for those who need to **write** an obituary.

## **TIPS TO ENCOURAGE LEARNERS TO WRITE THAT CAN BE ATTEMPTED AT SCHOOL LEVEL**

- Class Writing Competitions
- Poetry and Short Story Clubs
- Having a 5-minute slot in every English period where you encourage learners to write reflectively about their day.
- Journaling, Photo essays
- Daily Diary Writing, Short Story Writing (50 words)
- Essay Competitions / Olympiads
- Creative Writing Workshops
- Story Walls in your Classroom
- Write-A-Class-Novel (Selected groups in your class write one chapter (a page long) for a book the class wants to publish)
- The commercial benefits of writing....





# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2022

**MARKS: 100**

**TIME: 2½ hours**

**This question paper consists of 6 pages.**



**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE SECTIONS:  

SECTION A: Essay	(50)
SECTION B: Longer Transactional Text	(30)
SECTION C: Shorter Transactional Text	(20)
2. Answer ONE question from EACH section.
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/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such and handed in. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:
  - 80 minutes on SECTION A
  - 40 minutes on SECTION B
  - 30 minutes on SECTION C
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading, where required.
10. Do NOT consider the title/heading when doing a word count.
11. Write neatly and legibly.



**SECTION A: ESSAY****QUESTION 1**

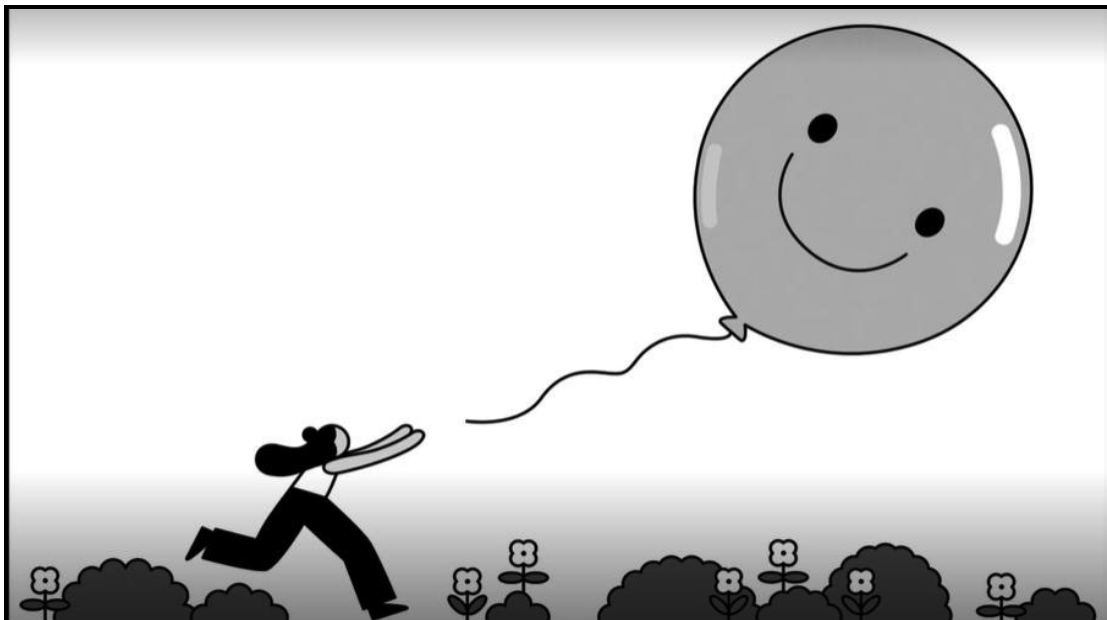
- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, e.g. 1.1 I wish I had known ...
- Give your own title if your choice is QUESTION 1.6, 1.7 OR 1.8.
- Spend approximately 80 minutes on this section.

- 1.1 I wish I had known ... [50]
- 1.2 A habit I would like to change [50]
- 1.3 Even a small star shines in the dark. [50]
- 1.4 One generation plants a tree, the next generation enjoys the shade. [50]
- 1.5 'Do not raise your voice; increase your argument.' – Desmond Tutu [50]

Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.6, 1.7 OR 1.8) and give your essay a suitable title.

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

1.6



[Source: [nytimes.com](http://nytimes.com)]

**[50]**

1.7



[Source: [bankskitchen.co.za](http://bankskitchen.co.za)]

[50]

1.8



[Source: [www.google.com](http://www.google.com)]

[50]

**TOTAL SECTION A: 50**



**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2**

- Respond to ONE of the following longer transactional writing texts.
- The body of your response should be between 120 and 150 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, e.g. 2.1 LETTER TO THE PRESS.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

**2.1 LETTER TO THE PRESS**

Your local newspaper has published an article that contains incorrect information about a sports match in which you participated. As the captain of the team, you have decided to write a letter to the editor in which you point out the wrong information and provide the facts about the sports match.

Write the letter to the editor.

**[30]****2.2 OBITUARY**

Your mother's best friend, to whom you were close, has passed away. Her/His family has asked you to write an obituary paying tribute to her/him.

Write the obituary.

**[30]****2.3 REPORT**

You attended a leadership workshop at a neighbouring school. As you were the representative from your school, the principal has asked you to write a report providing a factual account of the leadership workshop.

Write the report.

**[30]****2.4 DIALOGUE**

Your parent, who works in another town, wants to resign from his/her work in order to spend more time with you and your siblings. You want to speak to your parent because you believe that resigning would be a mistake.

Write the dialogue between you and your parent.

**[30]****TOTAL SECTION B: 30**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3**

- Choose ONE of the following topics and write a short transactional text.
- The body of your response should be between 80 and 100 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, e.g. 3.1 INVITATION.
- Spend approximately 30 minutes on this section.

**3.1 INVITATION**

Your mother and brother will be graduating from university on the same day. Your family has planned a party to celebrate their achievements. You have been asked to write an invitation that will be sent to the guests.

Write the invitation.

**NOTE:** Do NOT include illustrations or drawings. **[20]**

**3.2 DIARY ENTRY**

Your relative, whom you have not seen in a number of years, has recently contacted you. He/She wishes to meet with you soon.

Write a diary entry in which you describe your feelings AFTER the meeting. **[20]**

**3.3 INSTRUCTIONS**

The manager of the restaurant where you will be working as a part-time waiter/waitress, conducted a short training session with you. You were taken through a set of instructions on how to provide good service.

Write the instructions that the manager has given you. **[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**







# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 100

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X905, PRETORIA 0001
2022 -12- 07
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

These marking guidelines consist of 12 pages.

UMALUSI EXTERNAL MODERATOR  
07/12/2022

UMALUSI EXTERNAL MODERATOR  
07/12/2022

O. MAHARAJH  
@Maharajh  
DBE INTERNAL MODERATOR  
07/12/2022

## INSTRUCTIONS AND INFORMATION

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

### SECTION A: ESSAY

#### QUESTION 1

##### Instructions to Markers:

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only **some ways** in which the topic could be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

##### NOTE:

- Adhere to the length of between 250 and 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*.
- No additional penalties may be imposed as the rubric itself imposes penalties.

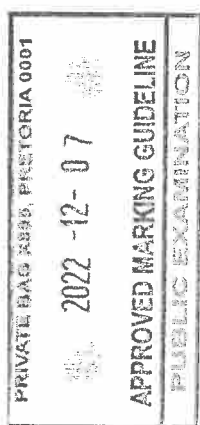
#### 1.1 I wish I had known ...

Narrative/Reflective/Descriptive/Discursive/Argumentative

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

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]



**1.2 A habit I would like to change**

Descriptive/Narrative/Reflective/Discursive/Argumentative

- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
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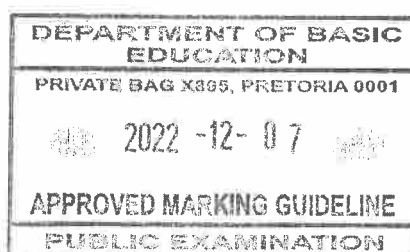
**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]****1.3 Even a small star shines in the dark.**

Reflective/ Discursive/Argumentative/ Descriptive/Narrative

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

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]**

**1.4 One generation plants a tree, the next generation enjoys the shade.**

Discursive/Argumentative/Descriptive/Reflective/Narrative

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

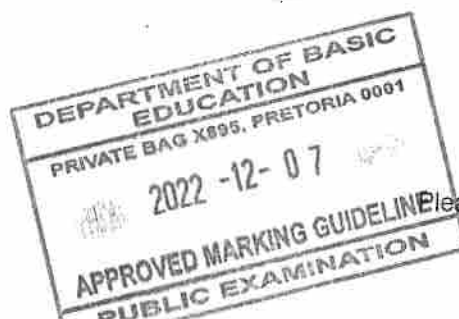
**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]****1.5 'Do not raise your voice; increase your argument.' – Desmond Tutu**

Argumentative/Discursive/Reflective/Narrative/Descriptive

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
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- 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/any other essay type, relevant to the topic.

**[50]**

**Interpretation of pictures**

The candidate:

- Must give the essay a suitable title
- May interpret the pictures in any way
- May choose to write any type of essay
- Must link the interpretation to the picture
- May write in any appropriate tense.

**1.6 Picture: Girl chasing balloon**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: running, playfulness
- Figurative interpretations: chasing happiness, escaping reality

[50]

**1.7 Picture: Hand with hearts**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: giving/receiving love, falling in love
- Figurative interpretations: self-love, family care

[50]

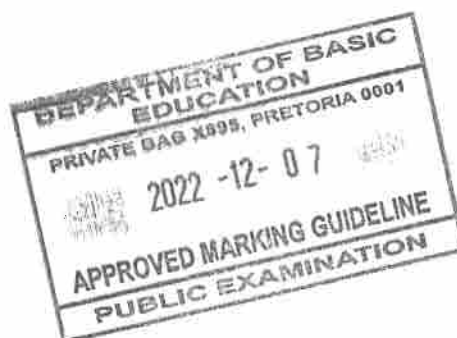
**1.8 Picture: Dog**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: pets, dogs
- Figurative interpretations: companionship, security

[50]

**TOTAL SECTION A: 50**



NCZ

MPB

*dr*

**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 between 120 and 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 LETTER TO THE PRESS**

Letter to the editor

- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- The following aspects of format must be included:
  - Address of sender
  - Address of the recipient
  - Date
  - Greeting/Salutation
  - Subject line
  - Suitable ending
- The candidate must point out the wrong information and provide the facts about the sports match.

**[30]****2.2 OBITUARY**

Your mother's 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
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (e.g. spouse, children) and their names
  - Date, time and place of funeral
  - A tribute to the deceased
- The following information may be included:
  - Biographical information
  - Cause of death

**[30]**

**2.3 REPORT**

Report to the school principal

- The tone must be formal.
- The register and content must suit the purpose of the report.
- The report is usually written in the past tense.
- It should be written in the first or the third person.
- There should be a closing statement that may include elaboration.
- The following information should be included in the report, among others:
  - Setting the scene or establishing context (e.g. place, date, time)
  - A factual and chronological/logical account of the leadership workshop

**[30]****2.4 DIALOGUE**

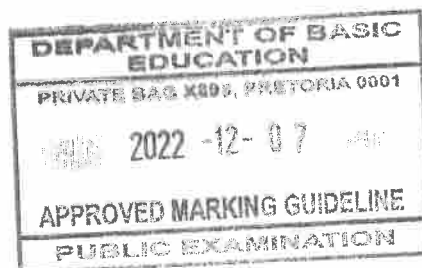
A conversation between a parent and a child

- A brief context must be provided at the beginning of the dialogue.

The dialogue must be between a parent and a child.

- The tone must be informal.
- The following aspects of the dialogue format must be included:
  - The names of the speakers or references to the speakers written on the left side of the page
  - A colon after the name of the character who is speaking
  - A new line to indicate each new speaker

Where necessary, actions must be given in brackets before the words are spoken.

**[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 between 80 and 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**

Invitation to a graduation party for the mother and the brother

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



**NOTE:** The response may be in the form of a note or a letter.  
Do NOT award marks for illustrations or drawings.

**[20]****3.2 DIARY ENTRY**

Diary entry **AFTER** meeting with a relative

- There must be ONE diary entry.
- The date/time must be reflected.
- The entry must describe/express the candidate's feelings after meeting the relative.
- The diary entry must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

**[20]**



### 3.3 INSTRUCTIONS

Instructions from the manager

The instructions:

- May be in point or paragraph form
- Must be in logical sequence
- Must be written in the imperative

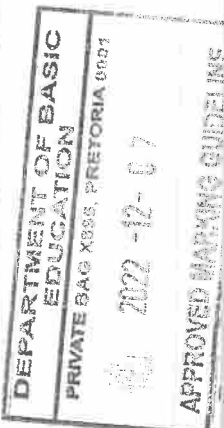
[20]

TOTAL SECTION C: 20  
GRAND TOTAL: 100



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

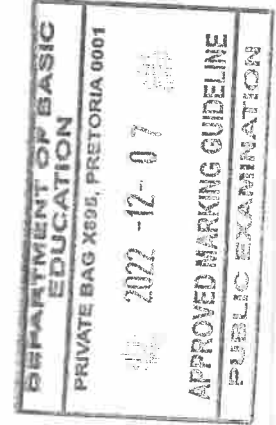
Criteria	Exceptional 28–30		Skilful 22–24		Moderate 16–18		Elementary 10–12		Inadequate 4–6			
	Upper level		Lower level		Upper level		Lower level		Upper level			
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS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



CHC

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

Criteria	Exceptional 15–18	Skilful 11–14	Moderate 8–10	Elementary 5–7	Inadequate 0–4
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context <b>18 MARKS</b>	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus and ideas -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	-Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	-Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	-Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	-Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling <b>12 MARKS</b>	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	-Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	-Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired



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

Criteria	Exceptional 10–12	Skilful 8–9	Moderate 6–7	Elementary 4–5	Inadequate 0–3
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p><b>12 MARKS</b></p>	<ul style="list-style-type: none"> <li>-Outstanding response beyond normal expectations</li> <li>-Intelligent and mature ideas</li> <li>-Extensive knowledge of features of the type of text</li> <li>-Writing maintains focus and ideas</li> <li>-Coherence in content and ideas</li> <li>-Highly elaborated and all details support the topic</li> <li>-Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>-Very good response demonstrating good knowledge of features of the type of text</li> <li>-Maintains focus – no digressions</li> <li>-Coherent in content and ideas, very well elaborated and details support topic</li> <li>-Appropriate format with minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate response, demonstrating knowledge of features of the type of text</li> <li>-Not completely focused –some digressions</li> <li>-Reasonably coherent in content and ideas</li> <li>-Some details support the topic</li> <li>-Generally appropriate format but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>-Basic response, demonstrating some knowledge of features of the type of text</li> <li>-Some focus but writing digresses</li> <li>-Not always coherent in content and ideas</li> <li>-Few details support the topic</li> <li>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul>	<ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>8 MARKS</b></p>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Generally grammatically accurate and well-constructed</li> <li>-Very good vocabulary</li> <li>-Mostly free of errors</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>-Some grammatical errors</li> <li>-Adequate vocabulary</li> <li>-Errors do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Inaccurate grammar with numerous errors</li> <li>-Limited vocabulary</li> <li>-Meaning obscured</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>-Error-ridden and confused</li> <li>-Vocabulary not suitable for purpose</li> <li>-Meaning seriously impaired</li> </ul>



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