



**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 HL</b>		
<b>QUESTION PAPER</b>	<b>1</b>	<b>2</b>	<b>3 X</b>
<b>DURATION OF QUESTION PAPER</b>	<b>3 hrs</b>		
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>DATES OF MARKING</b>	<b>8 – 21 December 2022</b>		

**100 SCRIPTS SAMPLE: PERFORMANCE AND DISTRIBUTION ENGLISH HOME LANGUAGE PAPER 3**

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	TOTAL IN SAMPLE	PERCENTAGE OF SAMPLE
<b>SECTION A</b>									100
Silent world 1.1	1	3	2	5	5	7	6	29	29
Sportsmen 1.2	0	0	0	1	2	2	5	10	10
Quote 1.3	0	0	3	2	6	1	1	13	13
War to end 1.4	0	0	0	1	4	3	2	10	10
Best brains 1.5	0	0	0	3	3	4	1	11	11
Vis age and youth 1.6	0	0	2	3	5	2	2	14	14
Vis Swing in mind 1.7	0	1	0	2	1	0	3	7	7
Vis Bicycle 1.8	0	0	1	0	3	0	2	6	6
%	1	4	8	17	29	19	22	100	
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	TOTAL IN SAMPLE	PERCENTAGE OF SAMPLE
<b>SECTION B</b>									100
Letter to Press 2.1	2	1	3	11	15	9	6	47	23.5
Dialogue 2.2	0	2	5	10	20	8	14	59	29.5
Mag Article 2.3	3	1	2	4	3	4	2	19	9.5

E-mail 2.4	1	1	2	2	5	2	5	18	9
Obituary 2.5	1	1	7	10	15	5	5	44	22
Book review 2.6	0	1	3	0	5	1	3	13	6.5
	7	7	22	37	63	29	35	200	100
%	3.5	3.5	11	18.5	31.5	14.5	17.5	100	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	TOTAL IN SAMPLE	PERCENTAGE OF SAMPLE
<b>PAPER AS A WHOLE</b>	20	38	49	53	62	75	84		
		39	45	54	66	72	90		
			49	51	64	79	80		
			41	50	60	73	85		
			48	53	66	72	84		
			47	55	62	74	83		
			43	55	69	72	83		
			40	59	64	79	93		
			40	53	63	72	86		
			49	56	65	79	82		
				55	63	70	82		
				53	67	77	84		
				59	60	72			
				50	66	73			
				57	66	78			
				57	63	73			
				59	62	71			
				52	65	75			
				54	63	78			
				53	60	76			
				59	64	75			
				53	67	74			
				57	69	79			
				54	66	76			
					64				
					62				
					68				
FREQUENCY PER LEVEL PER 100	1	2	10	24	27	24	12	100	
AVERAGE PER LEVEL PER 100	20	38.5	45.1	54.63	64.3	74.75	84.67	381.9	
AVERAGE MARK PER SAMPLE								64.05	

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

From the random sample drawn, the general performance was within the expected curve. The average for the sample was 64.05%.

The frequency per level was:

Level 1 – 1

Level 2 – 2

Level 3 – 10

Level 4 – 24

Level 5 – 27

Level 6 – 24

Level 7 – 12

## **SECTION 2: Comment on candidates' performance in individual questions**

### **QUESTION 1**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

**Question 1 (Section A) is the Essay. The candidates are required to choose one essay topic from the available eight and write an essay of approximately 400-450 words, in any genre of their choice.**

The essay topics provided enough scope for the candidates to be creative and draw from their own experiences. Those who lost marks were often guilty of not being able to write grammatical sentences, using poor spelling, constructing illogical paragraphs and writing essays that did not flow logically, or were not focused on the topic.

The level breakdown for the question was:

Level 1 – 1

Level 2 – 4

Level 3 – 8

Level 4 – 17

Level 5 – 29

Level 6 – 19

Level 7 – 22

The statistics reveal that scoring well was possible, and the majority of the candidates in the sample scored from Level 5 upwards.

## 1.1 Living in a Silent World

This question was extremely popular. 29% of the sample's candidates chose this. The breakdown per level is:

Level 1 – 1

Level 2 – 3

Level 3 – 2

Level 4 – 5

Level 5 – 5

Level 6 – 7

Level 7 – 6

The candidates were able to respond in many figurative and literal ways which were creative and interesting. Even the weaker candidates managed to provide an often personal and original essay.

## 1.2 International sportsmen and women have a social obligation to make proper moral choices.

This question was chosen by 10% of the sample's candidates. The breakdown per level is:

Level 1 – 0

Level 2 – 0

Level 3 – 0

Level 4 – 1

Level 5 – 2

Level 6 – 2

Level 7 – 5

While argumentative type essays often prove to be more challenging, the candidates could identify with the topic, especially in view of the Soccer World Cup taking place. Those candidates who excel in presenting a logical argument, did very well as 50% of the sample's candidates who chose this topic achieved a level 7 and there were no candidates in the region of level 3 and down.

## 1.3 [Quotation of lyrics]

This topic was the third most chosen as 13% of the sample's candidates chose it. The breakdown per level is:

Level 1 – 0

**Level 2 – 0**

**Level 3 – 3**

**Level 4 – 2**

**Level 5 – 6**

**Level 6 – 1**

**Level 7 – 1**

**This topic proved to be very accessible to those who chose it as the lyrics dealt with emotional struggles and coping with alienation – all challenges with which most young adults identify.**

#### **1.4 The war to end all wars**

**This topic was chosen by 10% of the sample's candidates. The breakdown per level is:**

**Level 1 – 0**

**Level 2 – 0**

**Level 3 – 0**

**Level 4 – 1**

**Level 5 – 4**

**Level 6 – 3**

**Level 7 – 2**

**Many candidates who chose this topic used 'war' as an analogy for any struggles – personal or emotional – they may have encountered. Gender-based violence was seen as a war too. The topic was also open to a general discussion of real wars in history, with the Apartheid Struggle often being the focus. Thus, candidates were able to respond in a number of meaningful ways.**

#### **1.5 The best brains in the nation may be found on the last benches of the classroom.**

**This topic was chosen by 11% of the sample's candidates. The breakdown per level is:**

**Level 1 – 0**

**Level 2 – 0**

**Level 3 – 0**

**Level 4 – 3**

**Level 5 – 3**

**Level 6 – 4**

**Level 7 – 1**

Candidates who chose this topic tended to argue that the badly-behaved learners in the back row of the classroom are often the ones who are the greatest success stories as adults. This idea would resonate with a number of under-achieving learners, and so, the responses were valid and well substantiated.

#### **1.6 [Visual] Old age and youth**

This topic was chosen by 14% of the sample's candidates, making it the second most popular choice. The breakdown per level is:

**Level 1 – 0**

**Level 2 – 0**

**Level 3 – 2**

**Level 4 – 3**

**Level 5 – 5**

**Level 6 – 2**

**Level 7 – 2**

Candidates who chose this topic were very perceptive to the roles played by parents with young children mirroring the role the children then take in caring for their elderly parents. A number of sincere responses were an indication that this was a concept close to the candidates' hearts.

#### **1.7 [Visual] Imagination**

This topic was chosen by 7% of the sample's candidates. The breakdown per level is:

**Level 1 – 0**

**Level 2 – 1**

**Level 3 – 0**

**Level 4 – 2**

**Level 5 – 1**

**Level 6 – 0**

**Level 7 – 3**

While not many candidates chose this topic, those who did brought in ideas of childhood memories, analogies to being flowers or anything that dealt with the imagination. The visual, on the whole, did not make itself a popular choice because it was more abstract than the other choices.

### **1.8 [Visual] Bicycle**

This topic was least popular. Only 6% of the sample's candidates chose this one. The breakdown per level is:

Level 1 – 0

Level 2 – 0

Level 3 – 1

Level 4 – 0

Level 5 – 3

Level 6 – 2

Although this was the least popular choice, candidates who chose it were usually stronger candidates. The abstract nature of the visual appealed to a higher order style of thinking, and so those candidates mostly scored well with the majority of the marks being at level 5 and level 6.

### **QUESTION 2**

Question 2 (Section B) is the Transactional Writing. This writing is purpose-driven and should not be seen as a creative exercise. Candidates are required to choose two pieces of approximately 180-200 words from a selection of six. Each of the six choices is from the list of required teaching in the curriculum. Therefore, these pieces and their formats can be learned. The level breakdown for this question is:

Level 1 – 3.5

Level 2 – 3.5

Level 3 – 11

Level 4 – 18.5

Level 5 – 31.5

Level 6 – 14.5

Level 7 – 17.5

These statistics reveal that the majority of the candidates in this sample scored from Level 4 upwards.

## **2.1 Letter to the Press**

**This topic was largely popular. 23.5% of the sample's candidates chose this one. The breakdown per level is:**

**Level 1 – 2**

**Level 2 – 1**

**Level 3 – 3**

**Level 4 – 11**

**Level 5 – 15**

**Level 6 – 9**

**Level 7 – 6**

**Candidates who chose this topic did not always read the question correctly. There was an information visual to help them, but they did not read the text closely. The letter to the press is a specialised style of writing which is highly format bound. Those who had a solid knowledge of the format and purpose attained good marks, but too many candidates do not understand the function of a letter to the press and neglect to learn the format, resulting in rubric-directed penalties being applied.**

## **2.2 Dialogue**

**The dialogue was, by far, the most selected topic. 29.5% of the sample's candidates chose it. The breakdown per level is:**

**Level 1 – 0**

**Level 2 – 2**

**Level 3 – 5**

**Level 4 – 10**

**Level 5 – 20**

**Level 6 – 8**

**Level 7 – 13**



The dialogue is the go-to piece in the Paper 3 exam. This dialogue has specific contexts and scenarios which had to be dealt with. The majority of the candidates stuck to what was required of them but not all of them scored as well as one might have hoped. The scenario was one with which a good number of the candidates could identify as it dealt with school children being sold cigarettes and illicit substances, so the majority scored from level 4 upwards. Those who did not perform as well missed the point of the discussion between the two parties, and also used the incorrect register and tone.

### **2.3 Magazine Article**

This topic was chosen by 9.5% of the sample's candidates. The breakdown per level is:

Level 1 – 3

Level 2 – 1

Level 3 – 2

Level 4 – 4

Level 5 – 3

Level 6 – 4

Level 7 – 2

The Magazine Article is a relatively specialised piece and is considered as higher order. The context was to write an article headed: The Generation Changing the World. The candidates could identify strongly with the idea that this generation (Gen Z) is in the forefront of the world-changing technology and in different ways of thinking. However, those who did not perform well showed that they were not entirely familiar with the genre or did not understand exactly what was required of them.

## **2.4 The E-Mail**

**This was the least popular choice as 9% of the sample's candidates chose the e-mail. The breakdown per level is:**

**Level 1 – 1**

**Level 2 – 1**

**Level 3 – 2**

**Level 4 – 2**

**Level 5 – 5**

**Level 6 – 2**

**Level 7 – 5**

**The e-mail does not always conform to a set of rules because the register, tone and style are all dictated by the context and scenario. This e-mail also had three definite criteria that had to be dealt with in the e-mail. Those candidates who fulfilled the criteria and understood the tone and register, could score very well. Those who had not done what was required of them, did not do as well.**

## **2.5 Obituary**

**The obituary was in the top three popular topics as 22% of the sample's candidates chose it. The breakdown per level is:**

**Level 1 – 1**

**Level 2 – 1**

**Level 3 – 7**

**Level 4 – 10**

**Level 5 – 15**

**Level 6 – 5**

**Level 7 – 5**

**This obituary called for the details of a local influencer. The concept of an influencer is well-known to the candidates and they should not have had**

any problem with understanding it. However, the structure and purpose of an obituary is still eluding the majority of the candidates, as can be seen in that the majority of marks fell into levels 4 and 5. The distinction between an obituary and a eulogy is not obvious to the candidates.

## **2.6 Book Review**

The book review was the least attempted piece as merely 6.5% of the sample's candidates chose it. The breakdown per level is:

**Level 1 – 0**

**Level 2 – 1**

**Level 3 – 3**

**Level 4 – 0**

**Level 5 – 5**

**Level 6 – 1**

**Level 7 – 3**

The book review was first taught in Grade 9 and the candidates should be very familiar with it. The idea that this book was someone's memoirs may have been a deterrent, as it is possible that the candidates were unfamiliar with the idea of a memoir. However, a good number of candidates scored from level 5 upwards with a strong percentage gaining a level 7.

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

**1. Teachers should teach the learners to write in a way that endears them to the marker:**

**1.1 Provide a title for each essay. A title is a summary of what to expect in a piece of writing.**

**1.2 Use good grammar – capital letters correctly; no comma splices; proper sentences;**

**1.3 Sentences should have the basic requirements: a subject and a verb. The tendency is to start with the verb or present participle which**

creates a non- sentence. For example: Wrote her exam. This has no subject in the sentence and is therefore ungrammatical.

1.4 Avoid colloquialisms – guys, kids, stuff, gonna, wanna

1.5 Avoid using clichés as it is not good home language practice. (“little did she know...”; “In this world we live in...”)

1.6 Use punctuation correctly – apostrophes; no comma splices (using a comma as a conjunction or in the place of a full stop); capital letters where they should be and not in random places.

1.7 Learn to spell the basic everyday English words. (woman/women; because/cause; lose/loose; beginning; definitely; disappoint; there/their/they/they’re; *inter alia*)

1.8 Go through the correct prepositions for the correct expressions. Over the last two years it has been noted that the use of “on” has become the default preposition. For example: we must think on...; or she is good on English. Learners should be taught that prepositions are not to be used randomly.

1.9 Try to avoid excessive use of the infinite in a sentence. *It made her to do her homework* instead of the simpler and more grammatical, *therefore, she did her homework.*

1.10 Likewise, avoid overusing present participles (-ing) in the place of a simple finite verb. Thus instead of saying: *I bought a new handbag, reason being my old one was torn.* Say: *I bought a new handbag because my old one was torn.* Present participles can overcomplicate sentences.

1.11 Do not use offensive language or offensively explicit plot details.

2. Teachers should encourage good planning techniques – not just a spider diagram as an afterthought, but rather a map of where the essay is going to and how it is going to get there.

3. Do practice essays in class where each essay is written with the idea of eliminating consistent errors. The essay question counts 50 marks – 50% of Paper 3, 62.5% the weight of the entire Paper 2 exam and 71% of the weight of Paper 1. Yet teachers spend no time on getting the essay correct. Teaching time should be allocated to the art of writing a good essay and emphasis should be placed on creating a structurally sound

**sentence. Learners must be reminded of the function of a paragraph and how to create one – (topic sentence followed by elaboration on that sentence only. Paragraphs deal with one main thought only.)**

- 4. The transactional pieces must be rigorously taught. Format, purpose and audience are integral to achieving a good mark. The learner should ask him or herself whether the purpose has been achieved, on completion of the piece. Incorrect formats impact on the Content mark for the piece, so, good content can be negatively affected if the candidate does not know the different formats and purposes.**
- 5. An obituary and a eulogy differ in style, tone, register, format and purpose. Learners should be taught the difference as a large number of candidates are writing a eulogy instead of an obituary.**
- 6. Teachers should remind their learners that if a candidate does not know a format, he or she should not choose that particular option. There are six to choose from.**
- 7. The letter to the press is still misunderstood. Learners must be made aware that the purpose of the letter to the press is to publicize your opinion, using the newspaper as your platform. Too many candidates are writing a letter directly to the editor and engage with him by addressing concerns to him. This is a critical oversight and carries a penalty of register, style, tone and format.**

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

- 1. Section A and Section B carry the same weight in the paper. Candidates should be encouraged to manage their time in the examination so that they do not spend too much time on the essay and cannot finish the paper – leaving out part of, or all of, Section B. Sticking to the word limit will save time and prevent the candidate not to spend too much time on the essay.**
- 2. When choosing a visual stimulus topic, learners may respond literally or figuratively, as long as the link is clear. A general rule of thumb is that if a reader is left wondering about an obscure reference to the visual, the marker will also not be able to award a good mark.**
- 3. The use of pre-prepared essays is on the rise. While there is no rule against memorizing a prepared essay, the problem lies in the way the candidate has to manipulate a topic to suit his or her essay. This results in an essay that is often a little off the topic and is marked accordingly.**
- 4. Essay writing is an art, but it can be a taught skill. More curriculum time should be made available for teaching it. Some candidates are very evidently weak in English Home Language, but they have been taught to make the essay work for them, and therefore benefit from the paper.**
- 5. Candidates should be discouraged from using headings or explanatory summaries in their essays. These are more for academic writing, rather than creative writing.**
- 6. When writing an argumentative essay, learners should avoid making up outrageous “facts” that are obviously not true as it weakens the argument.**
- 7. Weaker candidates can score well in Section B as this is largely learned. They should be encouraged to read, or be exposed to, examples of the different genres so that they can learn from good writing. Transactional pieces in real-life situations could also be beneficial.**
- 8. Hand out a copy of the rubric to the learners so that they are well aware**

of how their marks are being awarded.

9. All candidates would benefit from attempting questions from past papers.
10. Remind learners that the use of correction fluid (Tippex) and highlighters is an irregularity. Too many scripts were sent to Irregularities' office for those two offences. In the same vein, candidates are not to edit their work on the final piece in pencil. Strictly speaking, a marker should not have to mark any pencil work in a Home Language script.







# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P3**

**NOVEMBER 2022**

**MARKS: 100**

**TIME: 3 hours**

**This question paper consists of 8 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 in SECTION A and TWO questions in 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/diagram/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 100 minutes  
SECTION B: approximately 80 (2 x 40) 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 Living in a silent world [50]
- 1.2 International sportsmen and women have a social obligation to make proper moral choices. [50]
- 1.3 'I don't want the world to see me  
Cause I don't think that they'd understand.  
When everything's made to be broken,  
I just want you to know who I am.'  
– *Iris* by The GooGoo Dolls [50]
- 1.4 This was the war to end all wars. [50]
- 1.5 'The best brains of the nation may be found on the last benches of the classroom.'  
– APJ Abdul Kalam [50]

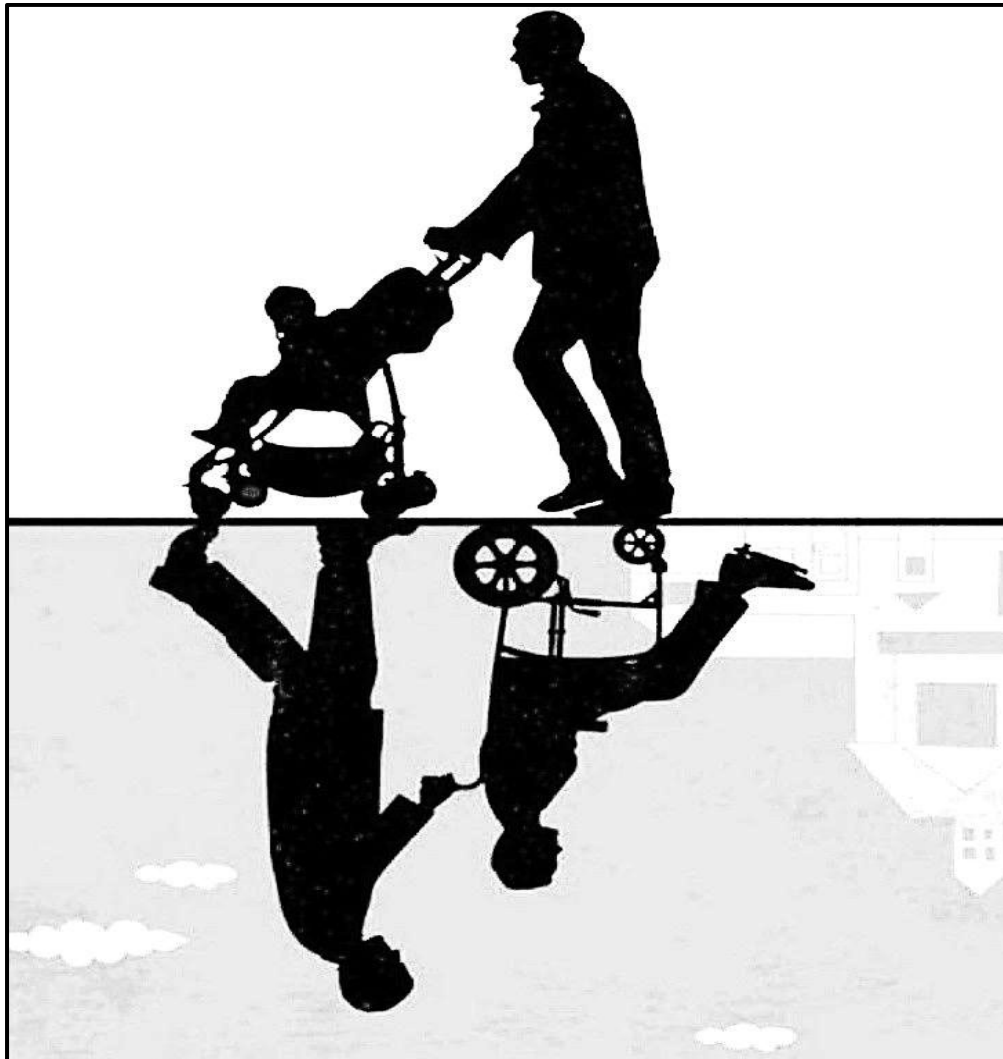
The pictures reproduced on pages 4 and 5 may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number (1.6, 1.7 OR 1.8) 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.



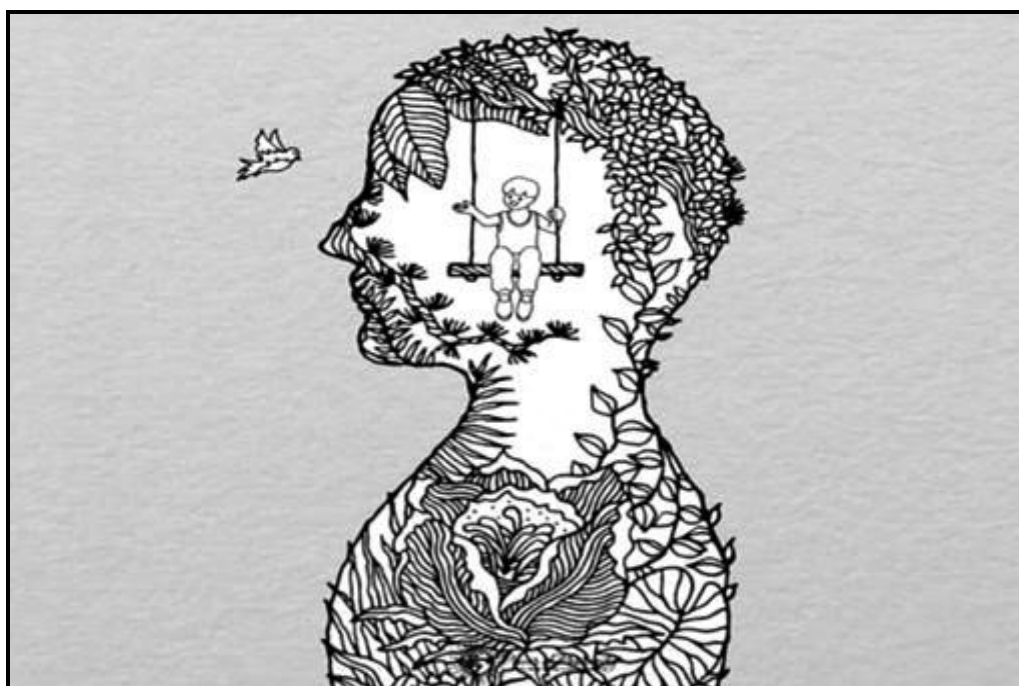
1.6



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

[50]

1.7



[Source: [twitter.com](https://twitter.com)]

[50]



1.8



[Source: [unsplash.com](https://unsplash.com)]

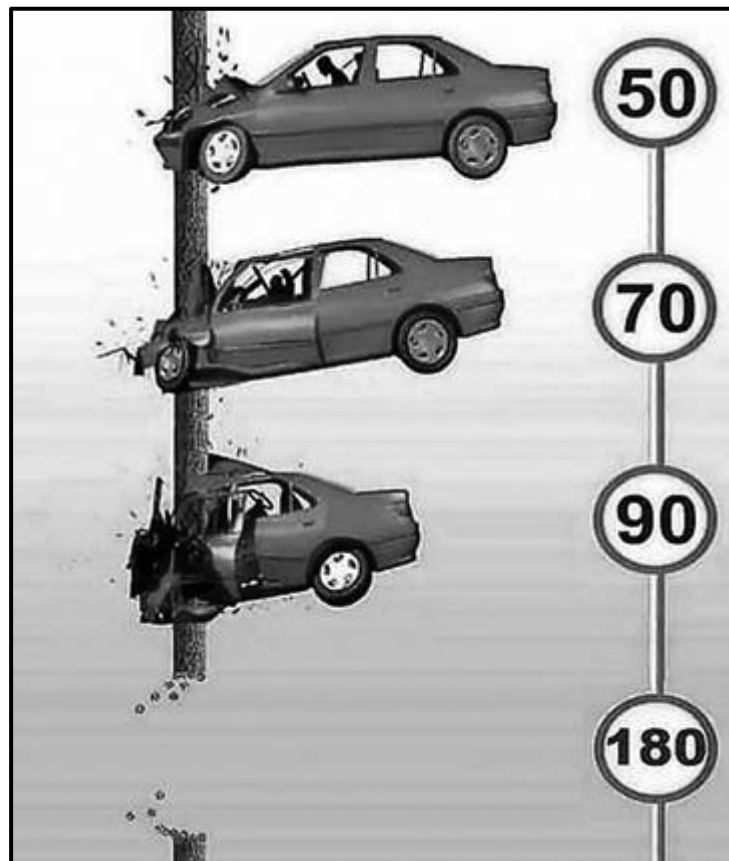
[50]

**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 LETTER TO THE PRESS.

**2.1 LETTER TO THE PRESS**

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

The Automobile Association has recommended that, due to the consequences of high-speed crashes, the speed limit of 120 km per hour on South African freeways be reduced.

As a regular road user, write a letter to a national newspaper, expressing your views.

[25]



**2.2 DIALOGUE**

Many informal traders have set up their stalls along the route leading to your school. Unfortunately, some of these traders also sell cigarettes and other illicit items to children.

Write the dialogue between the chairperson of the Representative Council of Learners (RCL) and the representative of the South African Informal Traders' Association (SAITA) in which this situation is resolved.

**[25]****2.3 MAGAZINE ARTICLE**[Source: [time.com](http://time.com)]

Write the article which accompanies the headline, THE GENERATION CHANGING THE WORLD.

**[25]****2.4 E-MAIL**

A new employment agency called Youth4SA has put out a call to find 100 young adults who will be trained to transfer valuable skills and empower the youth in disadvantaged communities across South Africa.

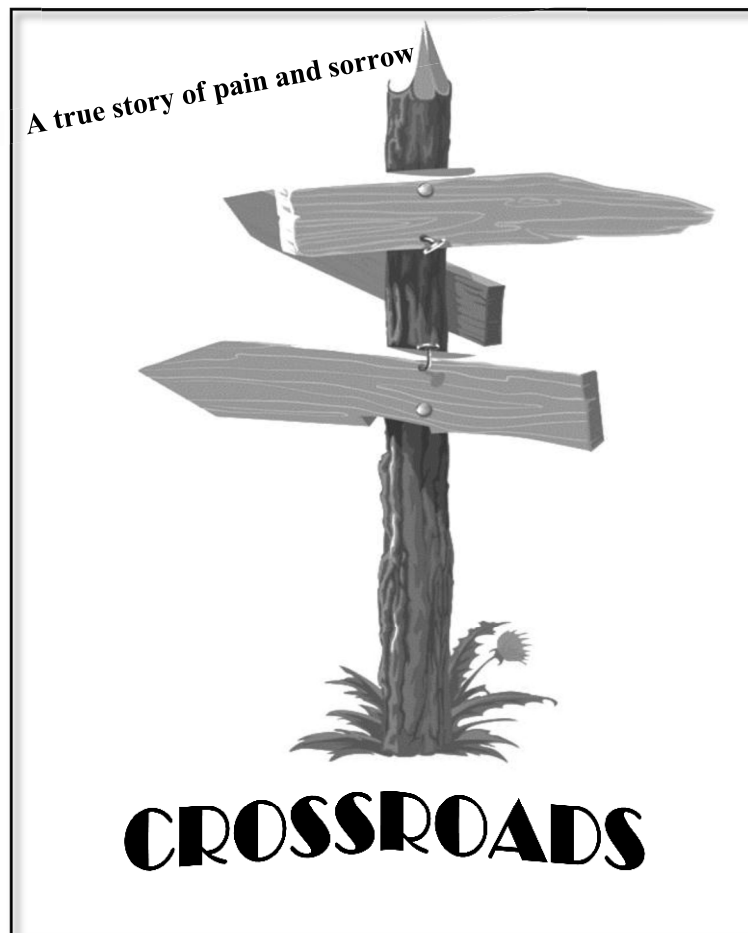
Write an e-mail to [applications@Youth4SA.org.za](mailto:applications@Youth4SA.org.za) in which you briefly describe yourself and your accomplishments, and motivate your selection for this initiative.

**[25]**

**2.5 OBITUARY**

A local influencer passed away tragically.

Write an obituary about this person and the impact that she/he has had on the community.

**[25]****2.6 BOOK REVIEW**

A well-known public figure has written her/his memoirs.

Write a review of the book.

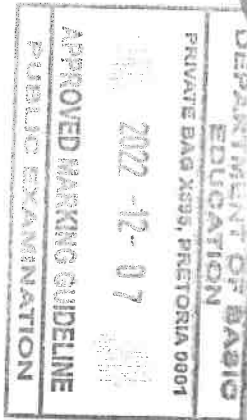
**[25]****TOTAL SECTION B:  
GRAND TOTAL:****50  
100**





# basic education

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



## NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P3  
NOVEMBER 2022  
MARKING GUIDELINES

MARKS: 100

Umalusi External Moderators:

Mrs F. Suliman

Miss S. Maharaj

Dr V. Moodley

Date: 7 December 2022

DBE Internal Moderator:

Ms I. van der Berg

Date: 7 December 2022

These marking guidelines consist of 9 pages.

**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.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
Content and planning (60%)	30
Language, style and editing (30%)	15
Structure (10%)	5
<b>TOTAL</b>	<b>50</b>

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.

**NOTE:**

An essay cannot be without any indication that it has been read and awarded marks accordingly. The final mark awarded on the essay must be justifiable.

Unlike the summary where there is a very strict word limit, an essay is creative work. If an essay is flowing in terms of creativity and captivating to the reader, it becomes unfair to focus only on the length at the expense of the content. The rule of thumb is that:

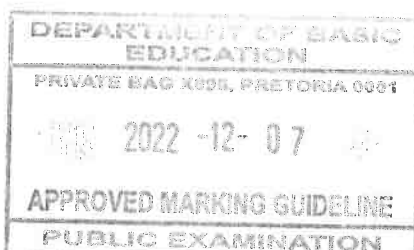
- No additional penalties may be imposed as the rubric itself imposes penalties.

**SECTION B: TRANSACTIONAL TEXTS**

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

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
Content, planning and format (60%)	15
Language, style and editing (40%)	10
<b>TOTAL</b>	<b>25</b>

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 Living in a silent world**

- Responses could be literal or metaphorical.

**[50]****1.2 International sportsmen and women have a social obligation to make proper moral choices.**

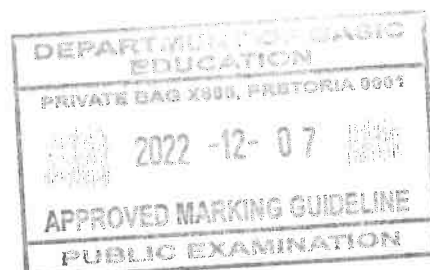
- The choices made by sportsmen and women in creating a better society must be explored.

**[50]**

**1.3 'I don't want the world to see me  
Cause I don't think that they'd understand.  
When everything's made to be broken,  
I just want you to know who I am.'**

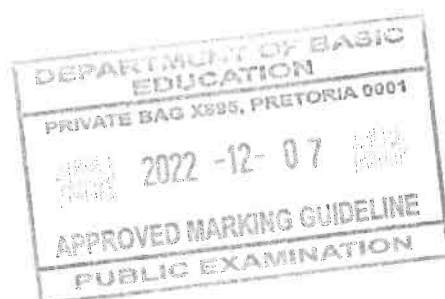
*Iris, by the GooGoo Dolls*

- Candidates could explore the uniqueness of the individual/notions of acceptance of others and oneself.
- Candidates' responses must be based on an holistic interpretation of the quotation.

**[50]**

- 1.4 **This was the war to end all wars.**
- Credit literal or metaphorical responses. [50]
- 1.5 **'The best brains of the nation may be found in the last benches of the classroom.'**
- APJ Abdul Kalam**
- Candidates could illustrate the disjuncture between school performance and intellectual prowess/success. [50]
- NOTE:** There must be a clear link between the essay and the picture chosen.
- 1.6 **Adult and child**
- Credit literal, figurative and/or mixed responses. [50]
- 1.7 **Imagination**
- Credit literal, figurative and/or mixed responses. [50]
- 1.8 **Bicycle leaning against a wall**
- Credit literal, figurative and/or 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 LETTER TO THE PRESS**

- The candidate should present her/his views on lowering the speed limit on South African freeways.
- Format: own address, date, addressee, subject line, salutation and signing-off

**[25]****2.2 DIALOGUE**

- The Chairperson of the RCL interacts with the representative of the South African Informal Traders' Association to resolve the issue of the sale of illicit products to school children.
- Valid dialogue format should be used.

**[25]****2.3 MAGAZINE ARTICLE**

- The candidate must write an article focusing on the role of the youth in changing the global community.
- Format: headline is essential; by-line is optional.

**[25]****2.4 E-MAIL**

- The candidate must make a strong case for her/his selection in the Youth4SA training programme.
- Her/his skills and accomplishments should be highlighted.
- Format: sender's and recipient's e-mail addresses, subject line, salutation and signing off, appropriate register and tone

**[25]****2.5 OBITUARY**

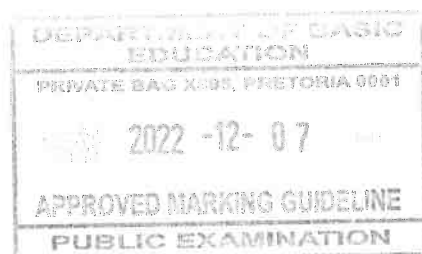
- The candidate must focus on the biographical details relating to the local influencer's impact on the community and tragic demise.
- The candidate must avoid eulogising/providing a personal, emotive account.

**[25]****2.6 BOOK REVIEW**

- The candidate must provide her/his viewpoints of the book.
- Format: title, synopsis of plot, presentation of viewpoints, recommendations

**[25]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**

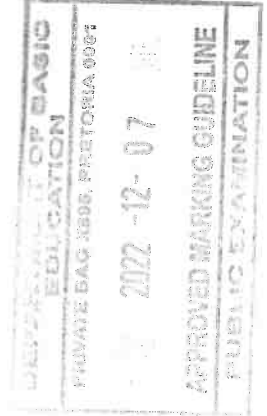


**NOTE:**

- 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
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context	-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
	<b>Upper level</b>				
<b>30 MARKS</b>	<b>25–27</b> -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	<b>19–21</b> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent, including introduction, body and conclusion	<b>13–15</b> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	<b>7–9</b> -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	<b>0–3</b> -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
	<b>Lower level</b>				



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

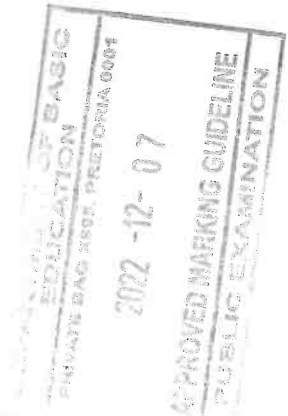
Criteria	Exceptional 14–15	Skilful 11–12	Moderate 8–9	Elementary 5–6	Inadequate 0–3
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling	-Tone, register, style and vocabulary 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
	<b>15 MARKS</b>	<b>13</b> -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	<b>10</b> -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	<b>7</b> -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	<b>4</b> -Inadequate use of language -Little or no variety in sentences -Exceptionally limited vocabulary
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction	-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
	<b>5 MARKS</b>	<b>5</b> -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	<b>4</b> -Logical development of details -Coherent -Sentences, paragraphs logical, varied	<b>3</b> -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense





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

Criteria	Exceptional 13–15	Skilful 10–12	Moderate 7–9	Elementary 4–6	Inadequate 0–3
<p><b>CONTENT, PLANNING AND FORMAT</b></p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p><b>15 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>-Has vaguely applied necessary rules of format</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 is obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Has not applied necessary rules of format</li> </ul>
<p><b>LANGUAGE, STYLE AND EDITING</b></p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>10 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>



*Handwritten signature or initials in the bottom right corner.*

