



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P3

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 80

These marking guidelines consist of 9 pages.

INSTRUCTIONS AND INFORMATION

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

SECTION A: ESSAYS

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 40-mark assessment rubric to mark the essays.

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

1.1 My role model

Descriptive/Narrative

- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.

[40]

1.2 When I heard that song ...

Narrative/Descriptive

- The following must be considered:
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of an experience/incident.

[40]

1.3 A happy nation

Descriptive/Narrative

- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.

[40]

1.4 It was the best dream.

Narrative/Descriptive

- The following must be considered:
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of an experience/incident.

[40]

1.5 Interpretation of pictures

1.6

1.7

1.8

- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.
- The pictures can be interpreted positively, negatively or a combination of both positive and negative can be presented.

1.5 Picture: A person reading

Descriptive/Narrative

- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- Literal interpretations: reading, enjoying a beverage and a book, surrounded by books.
- Figurative interpretations: relaxation, multi-tasking, books are our friends, habits, hobbies.

[40]

1.6 Picture: **A chair**

Descriptive/Narrative

- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- Literal interpretations: an empty seat, comfortable/uncomfortable chair, office furniture.
- Figurative interpretations: isolation, leadership, acting prop/decor. [40]

1.7 Picture: **The two boys**

Descriptive/Narrative

- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- Literal interpretations: childhood, playing in water, boys carrying a stick and bucket.
- Figurative interpretations: teamwork, child labour, survival. [40]

1.8 Picture: **A butterfly**

Descriptive/Narrative

- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- Literal interpretations: insects, pollination, flowers.
- Figurative interpretations: freedom, changes (metamorphosis), partnership. [40]

TOTAL SECTION A: 40

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. Full credit must be given for the candidate's interpretation.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section.

2.1 FRIENDLY LETTER

A letter to a cousin to congratulate him/her on being selected as the captain of a sports team.

- The letter should be addressed to a cousin.
- The letter should have an introduction, body and a conclusion.
- The tone and register of the letter should be informal.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Salutation
 - Suitable ending
 - Name of sender
- The purpose of the letter must be clear.

[20]**2.2 FORMAL LETTER**

A letter requesting funds from a business to improve the school hall.

- The letter should be addressed to the manager of a local business.
- The letter should have an introduction, body and a conclusion.
- The tone and register of the letter should be formal.
- Accept variations of format.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Recipient: The manager of a local business
 - Address of recipient
 - Greeting/Salutation
 - Topic line
 - Suitable ending
 - Signature and name of sender
- The purpose of the letter must be clear.

[20]

2.3 DIALOGUE

A dialogue between you and your parent/guardian about the amount of time you spend on your cellphone.

- The tone may be informal.
- The following aspects of format must be included:
 - A brief context before the conversation.
 - The names of the speakers on the left-hand side of the page.
 - A colon after the name of each speaker.
 - A new line to indicate each speaker.
 - Stage directions (tone of voice, actions, etc.) in brackets.
- The following ideas may be explored, **among others**:
 - The parent's reasons for his/her concern.
 - Candidate's reasons for excessive use of cellphone.
 - Both parties may/may not reach an agreement at the end.

[20]

2.4 SPEECH

A speech to welcome back victims after the storm.

- The tone of the speech may be formal or informal.
- The introduction should attract attention.
- The language and register should be appropriate to the audience.
- The content of the speech should be relevant to the occasion.
- A logical and appropriate conclusion to the speech should be evident.

[20]

TOTAL SECTION B: 20

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. Full credit must be given for the candidate's interpretation.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section.

3.1 ADVERTISEMENT

Birthday gift

- The advertisement should:
 - have a catchy headline to attract the attention of the reader.
 - create interest in and a desire for the product.
 - have the following details: description of the gift for sale, cost and contact details.
 - inspire action.

NOTE: Do NOT award marks for illustrations.

[20]

3.2 DIARY ENTRIES

Part-time job

- There MUST be TWO diary entries.
- The entries must:
 - be dated.
 - express the candidate's feelings on two separate days.
 - be written in the first person.
- The language should be informal.
- The tone must reflect suitable emotions.

[20]

3.3 DIRECTIONS

Directions from Pienaar Bus Station to Bloemfontein City Centre.

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

NOTE: Do NOT award marks for illustrations.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 80

APPENDIX A: ASSESSMENT RUBRICS FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 24 MARKS	Upper level	22–24 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	18 -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	12–16 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	7–11 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	0–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
		19–21 -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	17 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion			
	Lower level					
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 12 MARKS	Upper level	10–12 -Language is excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	8–9 -Language is engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	6–7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4–5 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	0–3 -Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level					
STRUCTURE Features of text; Paragraph development and sentence construction 4 MARKS		4 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	3 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	2 -Relevant details developed -Sentences, paragraphs well-constructed	1 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0 -Necessary points lacking -Sentences, paragraphs faulty -Essay lacks sense

**APPENDIX B: ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL TEXT –
SECOND ADDITIONAL LANGUAGE [20 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas Features/conventions and context 12 MARKS	10–12 -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	8-9 -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	6-7 -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	4-5 -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	0–3 -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
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context. purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7–8 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	5–6 -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	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired