



Province of the  
**EASTERN CAPE**  
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo  
Provinsie van die Oos Kaap: Departement van Onderwys  
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

# **NATIONAL SENIOR CERTIFICATE**

## **GRADE 12**

### **SEPTEMBER 2025**

## **ENGLISH FIRST ADDITIONAL LANGUAGE P3 MARKING GUIDELINE**

**MARKS: 100**

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This marking guideline consists of 12 pages.

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## INSTRUCTIONS AND INFORMATION

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

**NOTE:** All pieces of writing should be read at least **TWICE** during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

### SECTION A: ESSAY

#### QUESTION 1

##### INSTRUCTIONS TO MARKERS:

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

**NOTE:**

- Adhere to the length of 250–300 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence, 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 If I could turn back time

Narrative/Descriptive/Reflective/Discursive/Argumentative

- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the writer should create a picture in words using as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

**[50]**

## 1.2 Footprints in the sand ...

Descriptive/Reflective/Narrative/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.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

[50]

## 1.3 A significant change I went through

Reflective/Descriptive/Narrative/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced
- If descriptive, the writer 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.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

[50]

**1.4 Artificial intelligence and machines will replace educators in classrooms in the future**

Discursive/Argumentative/Reflective/Narrative/Descriptive

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced
- If narrative, the essay must have a strong story line and an interesting ending.
- 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.

**[50]**

**1.5 "You have to believe in yourself when no one else does." – Serena Williams**

Reflective/Narrative/Descriptive/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- If narrative, the essay must have a strong story line and an interesting ending.
- 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 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

**[50]**

**Interpretation of pictures**

The candidate:

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

**1.6 Picture: Females in the workplace**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: breaking gender stereotypes, woman empowerment, etc.
- Figurative interpretations: future of work, woman and construction, women are just as competent as men, etc.

**[50]**

**1.7 Picture: Child's hand in an adult's hand**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretation: a child's dependence on his parent, for guidance and safety, etc.
- Figurative interpretation: inheritance and legacy, mentoring etc.

**[50]**

**1.8 Picture: Nature has eyes**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: nature is connected to us, the impact nature has on us, etc.
- Figurative interpretations: accountability to nature, the magic of nature, nature is watching us, etc.

**[50]**

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXTS****QUESTION 2****INSTRUCTIONS TO MARKERS:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

**NOTE:**

- Adhere to the length of 120–150 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 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 reasons/causes why municipalities struggle to supply communities and schools with water and among others suggestions/advice on how communities' schools might overcome this problem.

**[30]**

## 2.2 DIALOGUE

A conversation between you and your mother.

- The tone must be formal
- A brief scenario (context) must be sketched before the speakers start speaking.
- The names of the speakers must appear on the left-hand side of the page.
- A colon must appear after the name of each speaker.
- A new line must be used to indicate each speaker.
- Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas must be explored, among others:
  - Why the cell phone was confiscated (the reason).
  - Explanation of why the game was played in class.

[30]

## 2.3 MAGAZINE ARTICLE

An article for a magazine.

- The article must have a suitable heading.
- The article must have clearly defined paragraphs.
- The style should be personal, addressing the reader.
- The language must be formal.
- The article must make the reader aware of the reasons why learners are anxious and frustrated and among others must provide advice on how to overcome this.

[30]

## 2.4 SPEECH

A speech in which the donor of the money for sports equipment is thanked.

- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
  - An introduction that captures the listener's attention.
  - Well-developed points.
  - A suitable conclusion.
  - The speech must thank the donor of the money for sports equipment.

**TOTAL SECTION B: 30**

**SECTION C: SHORTER TRANSACTIONAL TEXTS****QUESTION 3****INSTRUCTIONS TO MARKERS:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

- NOTE:**
- Adhere to the length of 80–100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
  - No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 DIARY ENTRY**

The candidate's feelings BEFORE and AFTER the reading competition and winning the laptop.

- There must be two diary entries with two different times/dates.
- The entries must express the candidate's feelings before and after the reading competition.
- The diary entries must be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.
- The language may be formal or informal but not slang or colloquialism.

**[20]****3.2 INVITATION CARD**

Invitation to a surprise retirement celebration event for grandfather.

- 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 letter. No marks are awarded for drawings or illustrations.

**[20]**



### 3.3 DIRECTIONS

Directions from the point of entry to the venue.

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

**NOTE:** No marks are awarded for drawings or illustrations.

**[20]**

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

**SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]**

Always use the rubric when marking the creative essay (Paper 3, SECTION A).

- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower-level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower-level division.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context <b>30 MARKS</b>	<b>Upper level</b>	<b>28–30</b> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	<b>22–24</b> - 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.	<b>16–18</b> - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	<b>10–12</b> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	<b>4–6</b> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
		<b>25–27</b> - 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.	<b>19–21</b> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) 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>	<b>14–15</b> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Language confident, exceptionally impressive – compelling and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Highly skilfully crafted.	<b>11–12</b> - 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.	<b>8–9</b> - 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.	<b>5–6</b> - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Very basic use of language. - Tone and diction are inappropriate. - Very limited vocabulary.	<b>0–3</b> - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
		<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 sentence. - Exceptionally limited vocabulary.	
<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 <b>15 MARKS</b>	<b>Upper level</b>					
	<b>Lower level</b>					
<b>STRUCTURE</b> Features of text Paragraph development and sentence construction <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 some sense	<b>2</b> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	<b>0–1</b> - Necessary points lacking - Sentences and paragraphs faulty

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	<b>15–18</b>	<b>11–14</b>	<b>8–10</b>	<b>5–7</b>	<b>0–4</b>
<b>CONTENT PLANNING AND FORMAT</b>  (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>18 MARKS</b>	<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.</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>
	<b>10–12</b>	<b>8–9</b>	<b>6–7</b>	<b>4–5</b>	<b>0–3</b>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>12 MARKS</b>	<ul style="list-style-type: none"> <li>- Tone, register, style, 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 is 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>

**SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	<b>10–12</b>	<b>8–9</b>	<b>6–7</b>	<b>4–5</b>	<b>0–3</b>
<b>CONTENT PLANNING AND FORMAT</b>  (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>12 MARKS</b>	<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</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. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
	<b>7–8</b>	<b>5–6</b>	<b>4</b>	<b>3</b>	<b>0–2</b>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>8 MARKS</b>	<ul style="list-style-type: none"> <li>- Tone, register, style, 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 is 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 obscured</li> </ul>