



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2018

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 10 pages.

INSTRUCTIONS AND INFORMATION

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

1.1 Who am I?

Narrative/Descriptive/Reflective essay

- If narrative, a storyline illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an experience/incident.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

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

[50]

1.2 That was it and I just ...

Narrative/Descriptive/Reflective essay

- If narrative, the essay must have a strong storyline and an interesting ending. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

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

[50]

1.3 Being irresponsible makes people lose out in life.

Argumentative/Discursive/Reflective/Descriptive essay

- 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.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the essay should convey emotional reactions and feelings the learner experiences/experienced.
- If descriptive, the learner should create the picture in words, trying to use as many senses as possible to make the description clear.

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

[50]

1.4 The beauty of believing in yourself

Narrative/Descriptive/Reflective essay

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

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

[50]

1.5 'Nothing worth having in life comes without effort.' – John C Maxwell

Discursive/Reflective/Argumentative/Descriptive essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the essay should reflect emotional reactions and feelings experienced by the candidate.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The learner 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 candidate's opinion.
- If descriptive, the learner should create a picture in words, trying to use as many senses as possible to make the description clear.

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

[50]

1.6 An amazing achievement

Narrative/Descriptive/Reflective Essay

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

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

[50]

1.7 Interpretation of pictures

- The candidate may interpret the picture in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the pictures.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.
- The following ideas, **among others**, may be explored in response to the pictures:

1.7.1 A picture of stairs

- Literal interpretations: e.g. climbing up, going down, ascending to success etc.
- Abstract interpretations: e.g. rising from the ashes, achieving success, retrogression etc.

[50]

1.7.2 A picture of a zebra

- Literal interpretations: e.g. wildlife, the big five, the animal kingdom etc.
- Abstract interpretations: e.g. beauty of nature, the environment, animal welfare etc.

[50]

TOTAL SECTION A: 50

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

- Learners 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 learners 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 FORMAL LETTER TO THE PRESS

A letter expressing concerns about environmental destruction

- Acceptable variations of format must be allowed.
- The letter should be addressed to the editor of the *Daily Dispatch*.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Recipient (editor of *Daily Dispatch*)
 - Address of *Daily Dispatch*
 - Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender

[30]**2.2 CURRICULUM VITAE (CV) AND COVERING LETTER**

A covering letter for a job application

- The curriculum vitae (CV) should be short and relevant to the job applied for.
- The letter should be addressed to the manager of a marketing company.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Recipient (Manager of marketing company)
 - Address of recipient
 - Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender

[30]

2.3 INFORMAL REPORT

A report about the successes and challenges of the women and child abuse awareness campaign

- The report must have:
 - A topic
 - A sender
 - Date
 - The format is informal but the language should be formal.
 - Slang or colloquial language is unacceptable.

2.4 SPEECH

A speech to wish a learner well for a sports competition

- 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 attracts attention
 - Well-developed points
 - A conclusion

[30]

TOTAL SECTION B: 30

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

- Learners 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 learners must be assessed according to the following criteria as set out in the assessment rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

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

3.1 INVITATION CARD

An invitation to honour the elderly people

- The following aspects of format must be included:
 - The name of the occasion
 - Date, venue and time
 - Type of function should be clear
- Language should be formal and suitable for the context.
- Full sentences are not necessary.
- Do not award marks for drawings and illustrations.

[20]**3.2 DIARY ENTRY**

The learner's feelings before and after the interview

- There should be TWO entries.
- The entries should be written in the first person.
- Each entry must bear a date/time.
- The tone must be personal.

[20]**3.3 INSTRUCTIONS**

Instructions on protective measures against social networking crimes/cyber crime

- Instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and instructive.
- Complete sentences are not necessary.
- Instructions should be logical.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS	Upper level - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. 28–30	22–24 - 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. 19–21	16–18 - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending 13–15	10–12 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence. 7–9	4–6 - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent. 0–3
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level - 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. 14–15	11–12 - 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. 10	8–9 - 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. 7	5–6 - 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. 4	0–3 - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible 0–1
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS	5 - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed 40–50	4 - Logical development of details - Coherent - Sentences, paragraphs logical, varied 30–39	3 - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes some sense 20–29	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws. 10–19	0–1 - Necessary points lacking - Sentences and paragraphs faulty 0–9
MARKS RANGE					

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

Criteria	Exceptional 15-18	Skilful 11-14	Moderate 8-10	Elementary 5-7	Inadequate 0-4
<p>CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context 18 MARKS</p>	<ul style="list-style-type: none"> - Outstanding response beyond normal expectations - Intelligent and mature ideas - Extensive knowledge of features of the type of text - Writing maintains focus - Coherence in content and ideas. - Highly elaborated and all details support the topic - Appropriate and accurate format 	<ul style="list-style-type: none"> - Very good response demonstrating good knowledge of features of the type of text. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies. 	<ul style="list-style-type: none"> - Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies. 	<ul style="list-style-type: none"> - Basic response demonstrating some knowledge of features of the type of text. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format - Some critical oversights. 	<ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
<p>LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 12 MARKS</p>	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Very good vocabulary - Mostly free of errors 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - Meaning seriously impaired 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - Meaning seriously impaired
12 MARKS RANGE	25-30	19-23	14-17	9-12	0-7

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

Criteria	Exceptional 10-12	Skilful 8-9	Moderate 6-7	Elementary 4-5	Inadequate 0-3
<p>CONTENT PLANNING AND FORMAT</p> <p>(Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context</p> <p>12 MARKS</p>	<ul style="list-style-type: none"> - Outstanding response beyond normal expectations - Intelligent and mature ideas - Extensive knowledge of features of the type of text - Writing maintains focus - Coherence in content and ideas. - Highly elaborated and all details support the topic - Appropriate and accurate format 	<ul style="list-style-type: none"> - Very good response demonstrating good knowledge of features of the type of text. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies. 	<ul style="list-style-type: none"> - Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies. 	<ul style="list-style-type: none"> - Basic response demonstrating some knowledge of features of the type of text. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format - Some critical oversights. 	<ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
<p>LANGUAGE, STYLE AND EDITING</p> <p>Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling</p> <p>8 MARKS</p> <p>MARKS RANGE</p>	<p>7-8</p> <ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free. 	<p>5-6</p> <ul style="list-style-type: none"> - Tone, register, style and vocabulary very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Very good vocabulary - Mostly free of errors. 	<p>4</p> <ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning. 	<p>3</p> <ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured. 	<p>0-2</p> <ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - Meaning seriously obscured
	17-20	13-15	10-11	7-8	0-5

