



**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)

## **2020 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>		<b>ENGLISH FIRST ADDITIONAL LANGUAGE</b>
<b>PAPER</b>		<b>THREE</b>
<b>DURATION OF PAPER :</b>		<b>2½ hours</b>

### **SECTION A**

#### **ESSAY TYPE QUESTIONS**

##### **1.1 My family, my life**

The average for this question was 28/50 (56%).

This was by far the most popular topic chosen by candidates. They wrote from a myriad of viewpoints of what the concept of “family” meant to them e.g. the traditional family unit, child headed households, single parent families, the extended family, alternate expressions of families (same sex families emanating from same sex marriages). Whilst candidates eloquently elucidated on the merits and demerits of the family and did so amiably, they failed to explicate on the second part of the topic “life”. Very few candidates were able to interpret the topic holistically as required from the instructions given in the question. Instead, candidates gave a one-sided exposition focussing either on “family” or “life”. This substantiates the inability of candidates to correctly interpret a topic. The more astute candidates gave very creative and thought-provoking responses out of the ordinary. One candidate wrote her essay on this topic in the form of a rather sad and melancholic suicide note explaining how her family was her life, having died tragically in a motor vehicle accident being the only surviving member of her family wanting to be with them who had preceded her to join the “angel life” and the only way out to join them in this “angel life” was to terminate her own.

## **1.2 Later can easily become never.**

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

This was the third most popular essay topic chosen by candidates. Most were able to relate an incident, happening, circumstance or occurrence in which they postponed or deferred important events, happenings and appointments often with dire and very sad consequences. Most responded mundanely about the death of their mother or grandmother and regretted never having done something about it or reconciling and now have to deal with the ensuing, often very sad, ramifications. There were also candidates who used the essay title symbolically to indicate a rite of passage or a ritual that was supposed to bring blessing and instead brought curses and “bad luck” to them.

## **1.3 It was a wrong assumption.**

The average for this question was 39/50 (79%).

This was the fourth most popular topic that was chosen by candidates. Most responses were very good. However, candidates seemed to misunderstand the meaning of the word “assumption” (being a preconceived perception or emotion or expectation with no factual basis) which led to average to poor scoring for responses. In the majority of responses candidates wrote more than the prescribed number of words, which meant that the “wrong assumption” was not made apparent within the section to be considered when marking.

## **1.4 It was a season of ...**

The average for this question was 45/50 (90%).

This topic was the sixth most popular and lent itself to many exceptional responses. Candidates used the title symbolically to express various seasons in their lives and circumstances. A very striking response was where a candidate wrote a suicide note expressing the final moments of his/her season of life, where he/she had been molested in various ways, finally ending in sexual abuse and the guilt from this emanating in the ultimate death as a tragic climax to ending the cycle of abuse. The topic furthermore lent itself to very creative expressions of abstract responses which most markers failed to recognise. It is disheartening to note that those who assessed this paper failed to recognise this form of expression. Somewhere advocacy and training needs to be given to enable markers to recognise abstract forms of creative writing expression.

**1.5 ‘You cannot change how people treat you or what they say about you. All you can do is change how you react to it.’ – Mahatma Gandhi**

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

This topic was the fifth most popular topic of choice for candidates. This form of the essay dependent on a quotation is somewhat challenging to candidates on the whole. Shorter quotations must be used where holistic expression is within the grasp of the candidate. Candidates performed reasonably well only because of the universal element of the treatment of people and reactions to this. This topic lent itself to some very humorous and whimsical responses of the never-ending saga of “gossiping” and sweet revenge and mostly negative responses to how people treat you. Candidates tended to focus on one aspect of the quotation when responding to this topic. Candidates should be taught to analyse topics of this nature in the classroom and should be prepared to face any question paper.

**1.6. There is more to education than just a certificate.**

The average for this question was 32/50 (64%).

Not many candidates responded to this topic, although the expectation was that it would be a popular topic. Those that responded did moderately well, mainly elucidating or narrating about their matric year and what they would do post-matric. One candidate who responded reasonably well focused on how he would, through his education, change the whole of South Africa into the paradise he wanted and that a certificate was not an essential in achieving his/her dreams as a certificate does not represent who you are and the level of education you have but is merely a piece of paper on which words have been printed saying that you sat for an examination and you received the following scoring. The certificate does not represent your humanity or education because the primary educator is your mother, not a school or a system.

**1.7 PICTORIAL STIMULUS**

**1.7.1** The average for this question was 32/50 (64%).

Your more astute candidates chose this topic and responded in a very creative manner. In one of the essays the candidate wrote a very striking response using the five-rand coin and relating it back to how to eradicate poverty in a surreal world where everything cost five rand and how this surreal world was socially transformed through the wise application of resources collected that also cost five rand. Not many responses were recorded by markers, because candidates found the picture somewhat abstract and struggled to articulate and give meaning to the various elements of this pictorial stimulus.

### 1.7.2 The average for this question was 36/50 (72%).

This picture was the more popular of the two pictures, because candidates could identify with the images of the three boys in the township and their self-constructed “wire car”. Again, your more astute candidate chose to respond to this pictorial stimulus. Responses varied from exceptional to moderately good writing. Those who responded mainly reminisced about their childhood years and the adventures they had. Many alluded to a bygone era of growing up when toys were still toys and the world was a better place to live in. Many contrasted the modern way of life and compared it to the bygone era when values and life still mattered. Some also wrote about the solidarity of brotherhood, sisterhood and family.

## **SECTION B** **LONGER TRANSACTIONAL TEXTS**

### **2.1 FORMAL LETTER**

The average for this question was 18/30 (60%).

Although the topic was easy and lent itself to expect exceptional responses, it was disappointing to note how candidates, knowingly did not respond as expected. The topic of the letter was an open invitation to candidates to do very well as it was relevant to their context. In most communities, grandparents live with their offspring and are cared for by them. Many candidates failed to respond to thanking the supermarket manager on behalf of the family, instead the family thanked the community. Many also only focused on one aspect of the letter. It was either the family thanking the supermarket manager on behalf of the grandfather or someone thanking the community and not the manager. Candidates did not perform as well as was expected in this longer transactional text. Aspects of format were very shoddily done by candidates and very often elements were omitted at the expense of leaving the content hanging in limbo. Rigorous revision in the classroom needs to be done regarding the letter as a form of communication. Many feel it is an outdated form of communication because it engages with the pen and paper as its modus of delivery making it irrelevant to an information technology driven environment, hence very little attention is paid to teaching it in the classroom, which is an indictment on English teachers.

### **2.2 DIALOGUE**

The average for this question was 21/30 (70%).

This was the most popular choice of Section B. The topic led to many humorous responses about the grandmother having a party at home or in a hall. Many responded that “Nana” or “Gogo” was too old to have a party in a hall due to issues of mobility, values, habits and just being too frail to travel to a hall when the home was just as suitable a venue to host a party. Some alluded to “Nana” or “Gogo’s” religious beliefs as disapproving of having a party in a hall as it was seen as sinful because enjoyment was seen as stirring desires which would ultimately lead to committing “sins” that they would pay for in the afterlife. Overall, the responses were moderately well constructed. Again aspects of format were lacking, especially the context which was omitted in many instances and candidates failing to leave lines in between speakers, although the use of the dialogue format is clearly indicated on the question paper.

### **2.3 OBITUARY**

The average for this question was 16/30 (53%).

This was the second most popular choice of the longer transactional texts for candidates. Again, candidates from the public schools performed moderately well in this form of writing. Many left out important aspects of this form of writing. Aspects which were omitted were date of death as well as the date, time and venue of funeral which are salient aspects of this form of writing as it is a document for publication, not for eulogistic purposes. Examiners of this paper seem to confuse aspects of the eulogy with that of the obituary. The CAPS document on pages 31-45 clearly outlines the requirements which seem to be flouted. Your more affluent candidates again wrote eulogies of their brothers-in-law rather than obituaries. There is a need for an exemplar document that clearly establishes the differences and features of texts.

### **2.4 MAGAZINE ARTICLE**

The average for this question was 0/30 (0%).

There were very few responses to this text type. Your more astute candidates again chose to write on this topic in which they performed very well. The topic, although very relevant to the candidates' current context, was beyond their comprehension because it contained the "economic aspect ". Many candidates, although at school and anticipating tertiary education, do not necessarily link "economics" with the completion of their studies and the future. In many communities this only happens in the final year of tertiary education, as opposed to in the initiatory experience of post-matric education.

## **SECTION C** **SHORTER TRANSACTIONAL TEXTS**

### **3.1 DIARY ENTRIES**

The average for this question was 14/20 (70%).

This was the most popular choice of the shorter transactional pieces and led to many "creative" and inventive responses by candidates. Most adhered to the "before" and "after" aspects of the instruction. Candidates did not understand the "surprise gift" aspect of the question very well. Many just plunged into the topic, saying that the friend would visit and how excited they were. Some recorded negative experiences where they remembered from their past what some of their friends had done to them and questioned why they were visiting. Some diary entries lack a sense of immediacy, with candidates writing in the past tense rather than expressing their feelings in the moment. A number of candidates exceeded the number of words within the first diary entry thus the second diary entry could not be taken into account when allocating the mark.

### 3.2 ADVERTISEMENT

The average for this question was 8/20 (40%).

This question was not a popular choice amongst candidates. Although the instructions were very clear, candidates misunderstood the topic. Some candidates created advertisements for shops selling bicycles, rather than an advertisement for an individual wanting to sell a second-hand bicycle. Most candidates wrote very short responses and did it in point form, as opposed to paragraphs.

### 3.3 DIRECTIONS

The average for this question was 11/20 (55%).

This was the second most popular choice in this section. Candidates did not answer this section very well. Most wrote unintelligible sentences with unrealistic directions and distances. Many just indicated landmarks and expected travellers to arrive at the destination. Although this led to average scoring, the examiners should consider including pictorial stimulus to assist candidates in responding to this type of question. Some candidates exceeded the word limit, especially those who wrote in paragraph form. Examiners should consider instructing candidates to respond in point form only as opposed to paragraph form.

**Provide suggestions for improvement in relation to Teaching and Learning.**

### RECOMMENDATIONS TO EDUCATORS:

- Educators need to refer to the **CAPS DOCUMENT** in order to familiarise themselves with the types of texts that need to be covered in the **FET Phase CAPS Document pages 35-45**. (This differs from the NSC Curriculum Document.) The types of texts are pertinently stated in the CAPS Document and in the DBE document entitled: **OFFICIAL LANGUAGE: FIRST ADDITIONAL LANGUAGE GRADE 12, 2014 and the newly published EXAM GUIDELINES FEBRUARY 2017**. Subject Advisors need to stress this when visiting schools as Paper 3 carries the most marks of all 3 papers.
- It is disturbing and with great frustration to note that educators are unable to recognise “exceptional” and “abstract” writing. This shortcoming impedes the ability of markers to successfully recognise these forms of writing and to credit or assess them appropriately. This inability is telling and diagnoses a **“CONTENT GAP”** we have. Sometimes as educators we become jaded and stagnant and do not want to be told what to do and drop the ball often disadvantaging our learners. All educators and subject specialists are encouraged to stay abreast of content development (PAPER 3 content and how it is assessed) within their subject. Educators should enroll for short courses / certificates / diplomas in English Creative Writing – Language Teaching so as to improve their subject knowledge. **ONLINE PLATFORMS THAT CAN BE ACCESSED FOR CREATIVE WRITING PROFESSIONAL DEVELOPMENT COURSES ARE: EdX; COURSERA and UDEMY.**

- Candidates' writing displays a lack of exposure to exercises that test language structures and conventions. Candidates' have difficulty with using the correct tenses, using the infinitive, modal verbs and concord. Educators and Subject Advisors **MUST** ensure that language structures and conventions are taught extensively and effectively in the FET Phase. Educators should not only expose learners' formal SBA activities but also informal activities.
- We wish to note with grave concern that candidates do not adhere to the prescribed length of the topics in each of the three sections. Some candidates write essays of up to 4 pages instead of the 250-300 words required. They penalise themselves if they either go beyond the stipulated length or write texts that are too short. The blatant disregard for the length of written pieces indicates a lack of proper planning and organisation which impacts negatively on the marks awarded for Content.
- Paragraph development and sentence construction is, in many cases, sadly lacking. Learners need to be taught that constructing or using shorter sentences are more effective than long, rambling sentences, which ultimately lead to incoherent, muddled writing. To counteract poor sentence construction, teachers should focus on "joining sentences" and using the appropriate conjunctions when covering grammar.
- We would recommend the teaching and practising of texts and **formats in Section B and Section C** (Longer and Shorter Transactional Writing) **should be covered in logical sequence or in cycles from Grade 10 to Grade 12 over a period of three years.** Teachers cannot (with success) cover all these texts in Grade 12 only. Consult the CAPS Document or the SUBJECT ADVISOR in your District.

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

LANGUAGE CONVENTIONS THAT NEED ATTENTION IN THE ENGLISH CLASS	OBSERVATIONS ABOUT CREATIVE WRITING
<ul style="list-style-type: none"> <li>• Sentence structures and conventions</li> <li>• Parts of Speech</li> <li>• Tenses</li> <li>• Modals (have to/had to, must, should, need, ought to and their negative forms)</li> <li>• Use of passive voice</li> <li>• Subject - verb concord</li> <li>• Reporting</li> <li>• Use of reported speech</li> <li>• Commands and requests</li> <li>• Statements</li> <li>• Questions</li> <li>• Clauses</li> <li>• Noun clauses</li> <li>• Adverb clauses of condition and time</li> <li>• Relative clauses</li> <li>• Determiners</li> <li>• Prepositions</li> <li>• Spelling rules</li> <li>• Conditional sentences</li> <li>• Emotive and manipulative language</li> <li>• Implied meaning and inference</li> <li>• Denotation and connotation</li> <li>• Contractions (this needs very serious attention)</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Paronyms</li> <li>• Homonyms</li> <li>• Homophones</li> <li>• Prefixes, Roots, Suffixes and Affixes</li> <li>• Conversational English</li> <li>• Context</li> <li>• Colloquial Language</li> <li>• Meta-Language</li> <li>• Figurative and Literal Language</li> </ul>	<ul style="list-style-type: none"> <li>• Learners need to be taught the various types of essays that can be produced and how each one should be structured</li> <li>• Formats for the longer and shorter transactional texts need to be taught</li> <li>• Paragraph development and structure needs serious attention</li> <li>• Syntax</li> <li>• Sentence construction</li> <li>• Original Writing</li> <li>• Peer Editing</li> <li>• Writing Techniques</li> <li>• Register</li> <li>• Style</li> <li>• Voice</li> <li>• Text Production (Posters, Adverts, Cartoons etc.)</li> </ul>
	FORMATS OF LONGER AND SHORTER TRANSACTIONAL PIECES
	<ul style="list-style-type: none"> <li>• <b>maxmatric.com/english-notes</b></li> <li>• <b>obituaryguide.com/</b></li> <li>• This <b>website</b> has tips and ideas for those who need to <b>write</b> an obituary</li> <li>• <b>Transactional Writing - Writing AZ</b> <a href="https://www.writingm/main/WritingTeacher/View/bTransactional">https://www.writingm/main/WritingTeacher/View/bTransactional</a></li> <li>• <a href="http://www.education.gov.za/LinkClick.aspx?fileticket=im6uzOarACg%3D&amp;tabid=696">www.education.gov.za/LinkClick.aspx?fileticket=im6uzOarACg%3D&amp;tabid=696</a> Grade 12 English First Additional Paper 3: <b>Writing</b> ... Department's <b>website</b> – <a href="http://www.education.gov.za">www.education.gov.za</a>. The CAPS Steps writing longer <b>transactional</b> texts</li> </ul>



TIPS TO ENCOURAGE LEARNERS TO WRITE			
<ul style="list-style-type: none"> <li>• Class Writing Competitions</li> <li>• Poetry and Short Story Clubs</li> <li>• Having a 5-minute slot in every English period where you encourage learners to write reflectively about their day.</li> <li>• Journaling, Photo essays</li> <li>• Daily Diary Writing, Short Story Writing (50 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Competitions / Olympiads</li> <li>• Creative Writing Workshops</li> <li>• Story Walls in your Classroom</li> <li>• Write-A-Class-Novel (Selected groups in your class write one chapter (a page long) for a book the class wants to publish)</li> <li>• The commercial benefits of writing....</li> </ul>		
Here Are Some Websites You Might Consult For Creative Writing And Professional Development (Internet Resources) Purposes			
INTERNET RESOURCES FOR CREATIVE WRITING IN THE CLASSROOM	PROFESSIONAL DEVELOPMENT		
<p><b><u>General Writing</u></b></p> <ul style="list-style-type: none"> <li>• Writer's Digest</li> <li>• Writing Fix</li> <li>• Writer's FM</li> <li>• Teen Ink</li> </ul> <p><b><u>Writing Prompts</u></b></p> <ul style="list-style-type: none"> <li>• The Story Starter</li> <li>• CreativeWritingPrompts.com .</li> <li>• Fifteen Minutes of Fiction</li> <li>• Imagination Prompt Generator</li> <li>• Bonnie's Online Story Spinner</li> </ul> <p><b><u>Writing Mechanics</u></b></p> <ul style="list-style-type: none"> <li>• Grammar Girl</li> <li>• The Owl .</li> <li>• Web English Teacher GrammarBook.com</li> <li>• AutoCrit Editing Wizard</li> </ul> <p><b><u>Writing Forums</u></b></p> <ul style="list-style-type: none"> <li>• WritingForums.org</li> <li>• Writing.com .</li> <li>• The Water Cooler .</li> <li>• About Fiction Writing Forum .</li> <li>• The Writer's Beat .</li> </ul> <p><b><u>Getting Published</u></b></p> <ul style="list-style-type: none"> <li>• First Writer - Agent Query</li> <li>• Literary Marketplace</li> <li>• Duotrope's Digest</li> <li>• Funds for Writers</li> </ul> <p><b><u>Departmental Websites</u></b></p> <ul style="list-style-type: none"> <li>• There are a lot of resources that have been developed during the COVID 19 lockdown periods. Please make use of them.</li> <li>• www.education.gov.za</li> <li>• www.ecexams.co.za</li> </ul>	<ul style="list-style-type: none"> <li>• All educators have received laptops and data and can access FREE CREATIVE WRITING and other ENGLISH LANGUAGE courses online by spending some time empowering and developing themselves.</li> <li>• When doing these FREE online courses, you can use it to earn CPTD (SACE) points.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>ONLINE PLATFORMS THAT CAN BE ACCESSED FOR CREATIVE WRITING PROFESSIONAL DEVELOPMENT COURSES ARE:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>EdX</b>  <b>UDEMY</b>  <b>ALISON COURSES</b> </td><td style="width: 50%; vertical-align: top;"> <b>COURSERA</b>  <b>UDACITY</b> </td></tr> </table> </div> <p><b><u>Free Learning on Writing Udemy</u></b></p> <p><b>Secret Sauce of Great Writing</b> Shani Raja  <b>Current Price Free</b></p> <p><b>Make Your Writing Stand Out in Eight Easy Steps</b> Rachel Leroy BA, MA, MFA 1.5 total hours 23 Lectures Beginner <b>Current Price Free</b></p> <p><b>On Writing</b> Nathan Robertson  35 total mins 7 Lectures Beginner <b>Current Price Free</b></p> <p><b>Starting to Write</b> Louise Tondeur 1 total hour 41 Lectures Beginner <b>Current Price Free</b></p> <p><b>Creative Writing Sample Lesson</b> K.C. Finn  37 total mins 9 Lectures All Levels <b>Current Price Free</b></p> <p><b>Essentials of Writing Content</b> Girijan Raghavan 1 total hour 5 Lectures All Levels <b>Current Price Free</b></p> <p><b>Help your child to read and write - Part 2</b> John Walker 1.5 total hours 22 lectures <b>Current Price Free</b></p>	<b>EdX</b> <b>UDEMY</b> <b>ALISON COURSES</b>	<b>COURSERA</b> <b>UDACITY</b>
<b>EdX</b> <b>UDEMY</b> <b>ALISON COURSES</b>	<b>COURSERA</b> <b>UDACITY</b>		





# basic education

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

## **SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2020**

**MARKS: 100**

**TIME: 2½ hours**

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



**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE SECTIONS:  

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



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

- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, e.g. 1.1 My family, my life
- Give your essay a suitable title if your choice is QUESTION 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

- 1.1 My family, my life [50]
- 1.2 Later can easily become never. [50]
- 1.3 It was a wrong assumption. [50]
- 1.4 It was a season of ... [50]
- 1.5 'You cannot change how people treat you or what they say about you. All you can do is change how you react to it.' – Mahatma Gandhi [50]
- 1.6 There is more to education than just a certificate. [50]
- 1.7 Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

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

1.7.1



[Source: *Taxtalk*, April 2018]

[50]



1.7.2



[Source: *Indwe*, December 2018]

[50]

**TOTAL SECTION A: 50**

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

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

**2.1 FORMAL LETTER**

The manager of a local supermarket has donated walking sticks to the elderly in your community. Your grandfather has received one of these walking sticks. Your family has asked you to write a letter to thank the manager.

Write the letter.

**[30]****2.2 DIALOGUE**

You and your sister are planning a birthday party for your grandmother who will be turning 100 years old soon. Your sister wants the party to be held in a hall but you think having it at home will be better. You have decided to persuade your sister to have the party at home.

Write the dialogue that takes place between you and your sister.

**[30]****2.3 OBITUARY**

Your brother-in-law has recently passed away. As a member of the family, you have been asked to write an obituary. You must also pay tribute to him in the obituary.

Write the obituary.

**[30]****2.4 MAGAZINE ARTICLE**

Choosing your career wisely will determine your financial success in the future.

Write an article for a local magazine in which you provide advice to readers on how to choose a career.

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

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

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

**3.1 DIARY ENTRIES**

Your best friend has informed you that he/she will be visiting you on your birthday to give you a surprise gift.

Write TWO diary entries. The first entry must indicate how you felt BEFORE your friend's visit and the second entry must express how you felt AFTER your friend's visit.

**[20]****3.2 ADVERTISEMENT**

You have a bicycle that you no longer use and you want to sell it. Write the advertisement that will be placed in your local newspaper.

**NOTE:** Do NOT include illustrations or drawings.

**[20]****3.3 DIRECTIONS**

Your local youth organisation will be hosting a sports tournament at your community stadium. As the chairperson, you have to give directions to participants from other towns. Write the directions that participants will follow from the bus station to the stadium.

You must include landmarks, distances and specific directions in your response.

**NOTE:** Do NOT include illustrations or drawings.

**[20]**

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







# basic education

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

## SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2020**

**MARKING GUIDELINES**

**MARKS: 100**

**APPROVED**

*[Signature]*  
Umalusi External Moderator

19 December 2020

**APPROVED**

*[Signature]*

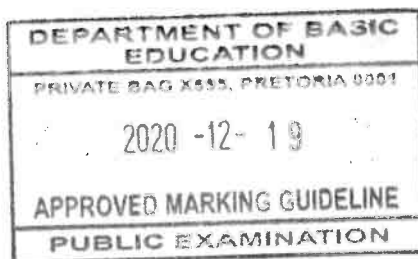
Umalusi External Moderator

19 December 2020

Approved

*[Signature]* [S. R. M. M.]  
Internal Moderator  
19/12/2020

**These marking guidelines consist of 12 pages.**



Copyright reserved

Please turn over

**INSTRUCTIONS AND INFORMATION**

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

**SECTION A: ESSAY****QUESTION 1****Instructions to Markers:**

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

- NOTE:**
- Adhere to the length of 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 My family, my life**

Descriptive/Narrative/ Reflective

- 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 a captivating ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.

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

**[50]**

MPB

NCZ

Copyright reserved



Please turn over

**1.2 Later can easily become never.**

Reflective/Argumentative/Discursive/Narrative

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

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

**[50]****1.3 It was a wrong assumption.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and a captivating ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.

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

**[50]****1.4 It was a season of ...**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and a captivating ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.

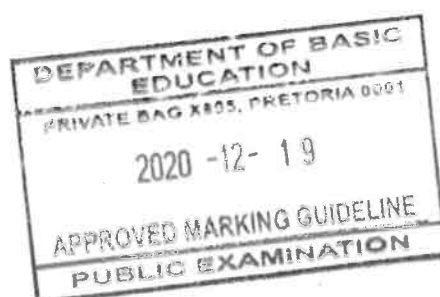
**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]**

NCZ

MPB

Copyright reserved



A stylized signature or mark.

Please turn over

1.5 **'You cannot change how people treat you or what they say about you. All you can do is change how you react to it' – Mahatma Gandhi.**

Reflective/ Argumentative/Discursive/Narrative/Descriptive

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

[50]

1.6 **There is more to education than just a certificate.**

Argumentative/Discursive/Reflective

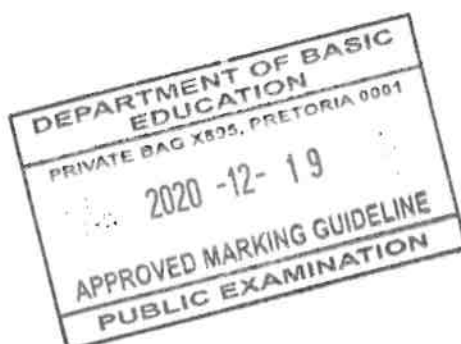
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the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

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

[50]

NCZ  
MPB

Copyright reserved



Please turn over

**1.7 Interpretation of pictures**

- The candidate should give the essay a suitable title.
- 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 may write in any appropriate tense.

**1.7.1 Picture: A coin**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: saving money, finance, cost of living, money, crop farming and profits.
- Figurative interpretations: the effects of money on our lives, planning for the future, materialism.

**[50]****1.7.2 Picture: Boys playing**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: playtime, friendship, fun, childhood.
- Figurative interpretations: innocence, childhood, memories, creativity, innovation, teamwork.

**[50]****TOTAL SECTION A: 50***MPB*  
*NCZ*

Copyright reserved



Please turn over

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

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

- NOTE:**
- Adhere to the length of 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.

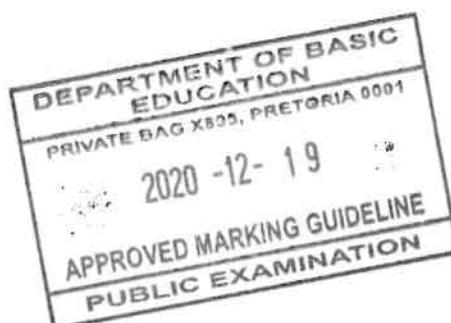
**2.1 FORMAL LETTER**

A letter to thank the manager.

- Allow for acceptable variations of the format.
- The letter should be addressed to the manager of a local supermarket.
- The tone and register of the letter should be formal.
- The letter should have an introduction, a body and a conclusion.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The Manager
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The letter must include details showing appreciation and gratitude to the manager.

**[30]***MPB**NCZ*

Copyright reserved



Please turn over

**2.2 DIALOGUE**

A conversation between siblings.

- A brief context must be provided at the beginning of the dialogue.
- The dialogue must be between the siblings.
- The tone must be informal.
- The following aspects of the dialogue format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon used after the name of the character who is speaking.
  - A new line used to indicate each new speaker.
  - Where necessary, actions must be given in brackets before the words are spoken.

**[30]****2.3 OBITUARY**

Your brother-in-law has recently passed away.

- The tone must be formal.
- The following aspects of format must be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (spouse, children) and their names
  - Date, time and place of funeral
- Biographical information may also be included.
- A tribute must be paid to the deceased.

**[30]****2.4 MAGAZINE ARTICLE**

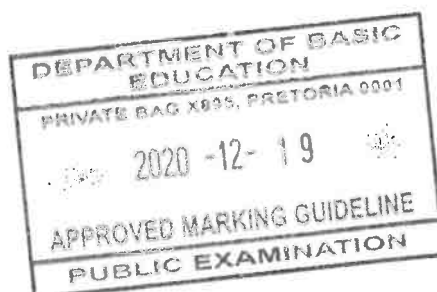
An article for a local magazine giving career advice.

- The article must have a suitable heading.
- It must have clearly defined paragraphs.
- It must provide advice to the reader on careers.
- The style should be personal, speaking directly to the reader.
- The language may be formal.
- The article should be stimulating to the reader.

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

MPB  
NCZ

Copyright reserved



A handwritten signature in black ink.

Please turn over

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

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached 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 ENTRIES**

The candidate's feelings before and after the friend's visit.

- There **MUST** be TWO diary entries with two different dates/ times.
- The first entry must express the candidate's feelings before the friend's visit and the second entry must express the candidate's feelings after the friend's visit.
- Reference must be made to the gift either implicitly or explicitly.
- The diary entries must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

**[20]****3.2 ADVERTISEMENT**

The sale of a bicycle.

- The advertisement must:
  - Have a catchy headline to attract the attention of the reader.
  - Inspire action.
  - Create interest in and the desire for the advertised item.
  - Have the following details: a description of the bicycle, (the cost involved) and the contact details of the seller.
- The target market should be clear.
- The language may be formal or informal but not slang or colloquial.

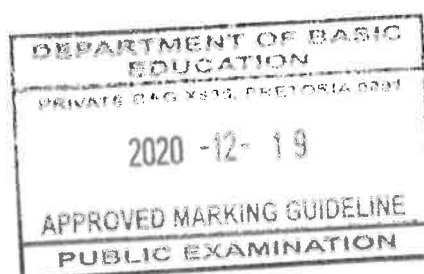
**NOTE:** Do not award marks for illustrations.

**[20]**

NCZ

MPB

Copyright reserved



Please turn over



**3.3 DIRECTIONS**

Directions to the sports stadium

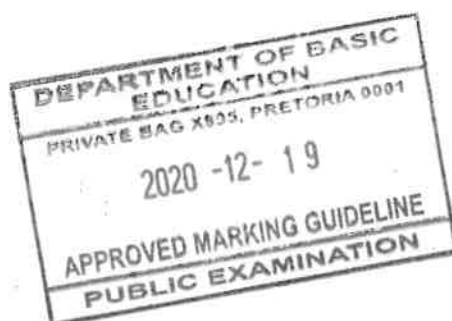
- The directions may be in either point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct chronological order.
- Landmarks, distances and turns must be included.

**[20]**

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

*MPB**NCZ*

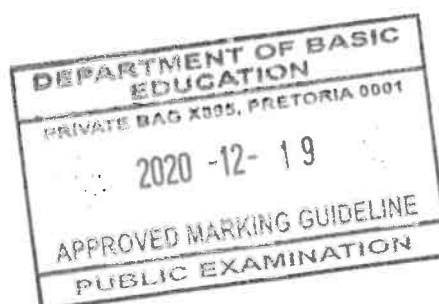
Copyright reserved

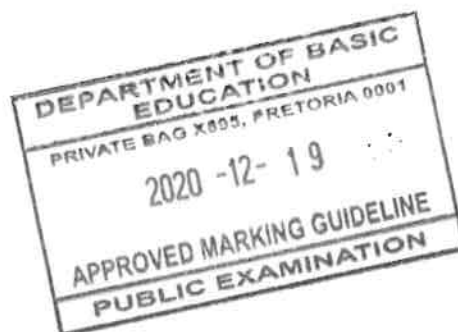


Please turn over

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	<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
	Lower level	<b>14–15</b> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	<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 less 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 not 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 &amp; 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>	Upper level					
	Lower level					
<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 sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	<b>0–1</b> -Necessary points lacking -Sentences and paragraphs faulty -Essay does not sense





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

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

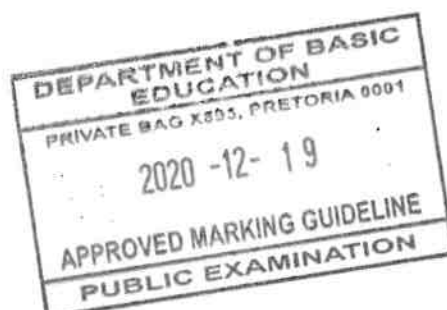
MPB

NCZ

Copyright reserved



Please turn over



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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b> -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	<b>8–9</b> -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	<b>6–7</b> -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	<b>4–5</b> -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	<b>0–3</b> -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>5–6</b> -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	<b>4</b> -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3</b> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b> -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
<b>MARK RANGE</b>					

MPB  
NCZ

Copyright reserved

