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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2017**

**MARKING GUIDELINES**

**MARKS: 100**

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

**INSTRUCTIONS AND INFORMATION**

This memorandum 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 candidate's 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 No one knows ...****Narrative/Reflective/Descriptive**

- If narrative, the essay must have a strong story line and an interesting ending. The essay is usually written in the past tense.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer 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]**

**1.2 'Alone we are smart. Together we are brilliant.' – Steven Anderson.**

Reflective/Argumentative/Discursive/Narrative

- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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 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 an interesting ending. The essay is usually written in the past tense.

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

**[50]****1.3 My music, my life**

Descriptive/Narrative/Reflective

- If descriptive, the candidate should create a picture in words, trying to use 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.

**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 world in 2050**

Descriptive /Reflective/ Narrative

- If descriptive, the writer should create a picture in words, referring to 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 narrative, the essay must have a strong story line and an interesting ending.

**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 are not a victim of circumstances; you are a product of your decisions. Do you agree?**

Argumentative/Discursive

- 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 arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.

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

**[50]**

**1.6 Teachers shape the future. Discuss this statement.**

Discursive/Descriptive/Reflective/Narrative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If descriptive, the candidate should create a picture in words, referring to 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 narrative, the essay must have a strong story line and an interesting ending.

**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

- must give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay.
- must link the interpretation to the picture.
- may write in any appropriate tense.

**1.7.1 Picture: Selfie**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: taking selfies; a romantic relationship; memories.
- Figurative interpretations: the effects of technology on our lives, modern life, joy.

**[50]**

**1.7.2 Picture: Keys**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: safety; losing keys; locking/unlocking doors.
- Figurative interpretations: career choices; making decisions; education is the key to success; confusion/uncertainty.

**[50]**

**TOTAL SECTION A: 50**

**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**

Your local municipality has shown much improvement regarding service delivery.

- Allow for acceptable variations of the format (address).
- The letter should be addressed to the municipal manager.
- 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 Municipal Manager
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The letter must express gratitude.
- The candidate must give details of the improvements.

**[30]**

## 2.2 OBITUARY

A famous South African celebrity passed away recently.

- 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
- The following aspects may be included:
  - Biographical information
  - Cause of death
  - Date, time and place of funeral
- A tribute must be paid to the deceased. **[30]**

## 2.3 MAGAZINE ARTICLE

An article for *Teen Mag*

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The article must provide suggestions to the reader on how teenagers can cope with teenage life in the 21<sup>st</sup> century.
- The style should be personal, speaking directly to the reader.
- The article should be stimulating to the reader.
- The language may be formal/informal. **[30]**

## 2.4 SPEECH

Speech at a Grade 12 party

- 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:**

- 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 ADVERTISEMENT**

Transport service

- The advertisement should:
  - have a catchy headline to attract the attention of the reader.
  - create interest in and desire for the service.
  - have the following details: service rendered, cost involved and contact details.
  - inspire action.
- 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]**

**3.2 DIARY ENTRIES**

The candidate's feelings before and after attending the career guidance workshop.

- There MUST be TWO diary entries with two different dates/ times.
- The entries should express the candidate's feelings before and after attending the career guidance workshop.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

**[20]**

**3.3 INSTRUCTIONS**

Parent's instructions to study group

- The instructions may be in point or paragraph form.
- Instructions must be in a clear, logical sequence.

**[20]**

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

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

| Criteria  |             | Exceptional  | Skilful  | Moderate  | Elementary  | Inadequate   |
|---|-------------|--|--|---|---|--|
| <b>CONTENT &amp; PLANNING</b><br><br>(Response and ideas)<br>Organisation of ideas for planning;<br>Awareness of purpose, audience and context<br><br><b>30 MARKS</b>   | Upper level | <b>28–30</b>   | <b>22–24</b>   | <b>16–18</b>  | <b>10–12</b>  | <b>4–6</b>   |
|   |             | -Outstanding/Striking response beyond normal expectations<br>-Intelligent, thought-provoking and mature ideas<br>-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending  | -Very well-crafted response<br>-Fully relevant and interesting ideas with evidence of maturity<br>-Very well organised and coherent (connected), including introduction, body and conclusion/ending                                | -Satisfactory response<br>-Ideas are reasonably coherent and convincing<br>-Reasonably organised and coherent, including introduction, body and conclusion/ending   | -Inconsistently coherent response<br>-Unclear ideas and unoriginal<br>-Little evidence of organisation and coherence  | -Totally irrelevant response<br>-Confused and unfocused ideas<br>-Vague and repetitive<br>-Unorganised and incoherent  |
|   | Lower level | <b>25–27</b>   | <b>19–21</b>   | <b>13–15</b>  | <b>7–9</b>  | <b>0–3</b>   |
|   |             | -Excellent response but lacks the exceptionally striking qualities of the outstanding essay<br>-Mature and intelligent ideas<br>-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending  | -Well-crafted response<br>-Relevant and interesting ideas<br>-Well organised and coherent (connected), including introduction, body and conclusion   | -Satisfactory response but some lapses in clarity<br>-Ideas are fairly coherent and convincing<br>-Some degree of organisation and coherence, including introduction, body and conclusion                   | -Largely irrelevant response<br>-Ideas tend to be disconnected and confusing<br>-Hardly any evidence of organisation and coherence  | -No attempt to respond to the topic<br>-Completely irrelevant and inappropriate<br>-Unfocused and muddled  |
| <b>LANGUAGE, STYLE &amp; EDITING</b><br><br>Tone, register, style, vocabulary appropriate to purpose/effect and context;<br>Word choice;<br>Language use and conventions, punctuation, grammar, spelling<br><br><b>15 MARKS</b> | Upper level | <b>14–15</b>   | <b>11–12</b>   | <b>8–9</b>  | <b>5–6</b>  | <b>0–3</b>   |
|   |             | -Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Language confident, exceptionally impressive<br>-Compelling and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Very skilfully crafted | -Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Language is effective and a consistently appropriate tone is used<br>-Largely error-free in grammar and spelling<br>-Very well crafted | -Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Appropriate use of language to convey meaning<br>-Tone is appropriate<br>-Rhetorical devices used to enhance content | -Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Very basic use of language<br>-Tone and diction are inappropriate<br>-Very limited vocabulary | -Language incomprehensible<br>-Tone, register, style and vocabulary not appropriate to purpose, audience and context<br>-Vocabulary limitations so extreme as to make comprehension impossible |
|   | Lower level | <b>13</b>  | <b>10</b>  | <b>7</b>  | <b>4</b>  |  |
|   |             | -Language excellent and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Skilfully crafted  | -Language engaging and generally effective<br>-Appropriate and effective tone<br>-Few errors in grammar and spelling<br>-Well crafted  | -Adequate use of language with some inconsistencies<br>-Tone generally appropriate and limited use of rhetorical devices  | -Inadequate use of language<br>-Little or no variety in sentence<br>-Exceptionally limited vocabulary   |  |
| <b>STRUCTURE</b><br><br>Features of text;<br>Paragraph development and sentence construction<br><b>5 MARKS</b>  |             | <b>5</b>   | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>0–1</b>   |
|   |             | -Excellent development of topic<br>-Exceptional detail<br>-Sentences, paragraphs exceptionally well-constructed  | -Logical development of details<br>-Coherent<br>-Sentences, paragraphs logical, varied   | -Relevant details developed<br>-Sentences, paragraphs well-constructed<br>-Essay still makes sense  | -Some valid points<br>-Sentences and paragraphs faulty<br>-Essay still makes some sense   | -Necessary points lacking<br>-Sentences and paragraphs faulty<br>-Essay lacks sense  |

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

| <b>Criteria</b>  | <b>Exceptional</b>   | <b>Skilful</b>   | <b>Moderate</b>   | <b>Elementary</b>   | <b>Inadequate</b>  |
|--|--|--|---|---|--|
| <b>CONTENT, PLANNING &amp; FORMAT</b><br><br>Response and ideas;<br>Organisation of ideas for planning;<br>Purpose, audience, features/conventions and context<br><br><b>18 MARKS</b>                        | <b>15–18</b><br><br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | <b>11–14</b><br><br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | <b>8–10</b><br><br>-Adequate response demonstrating knowledge of features of the type of text<br>-Not completely focused – some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | <b>5–7</b><br><br>-Basic response demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Necessary rules of format vaguely applied<br>-Some critical oversights | <b>0–4</b><br><br>-Response reveals no knowledge of features of the type of text<br>-Meaning obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Necessary rules of format not applied |
| <b>LANGUAGE, STYLE &amp; EDITING</b><br><br>Tone, register, style, purpose/effect, audience and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br><b>12 MARKS</b> | <b>10–12</b><br><br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free   | <b>8–9</b><br><br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors   | <b>6–7</b><br><br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning   | <b>4–5</b><br><br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured   | <b>0–3</b><br><br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired                                    |
| <b>MARK RANGE</b>  | <b>25–30</b>   | <b>19–23</b>   | <b>14–17</b>  | <b>9–12</b>   | <b>0–7</b>   |

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

| Criteria   | Exceptional  | Skilful  | Moderate  | Elementary   | Inadequate   |
|--|--|--|---|--|--|
| <b>CONTENT, PLANNING &amp; FORMAT</b>  | <b>10–12</b>   | <b>8–9</b>   | <b>6–7</b>  | <b>4–5</b>   | <b>0–3</b>   |
| Response and ideas;<br>Organisation of ideas;<br>Features/conventions and context<br><br><b>12 MARKS</b>   | -Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | -Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | -Adequate response, demonstrating knowledge of features of the type of text<br>-Not completely focused – some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | -Basic response, demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Necessary rules of format vaguely applied<br>-Some critical oversights | -Response reveals no knowledge of features of the type of text<br>-Meaning obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Necessary rules of format not applied |
| <b>LANGUAGE, STYLE &amp; EDITING</b>   | <b>7–8</b>   | <b>5–6</b>   | <b>4</b>  | <b>3</b>   | <b>0–2</b>   |
| Tone, register, style, vocabulary appropriate to purpose and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br><b>8 MARKS</b> | -Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free   | -Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors   | -Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning   | -Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured  | -Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired                                    |
| <b>MARK RANGE</b>  | <b>17–20</b>   | <b>13–15</b>   | <b>10–11</b>  | <b>7–8</b>   | <b>0–5</b>   |