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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH SECOND ADDITIONAL LANGUAGE P2**

**NOVEMBER 2019**

**MARKING GUIDELINES**

**MARKS: 80**

**These marking guidelines consist of 9 pages.**

## INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language assessment rubrics for SECTIONS A, B and C.

### SECTION A: ESSAY

#### QUESTION 1

##### *Instructions to Markers:*

- The candidate is required to write on ONE topic only.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise a candidate if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 8 to mark the essays.

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

##### 1.1 The best day of my life

- Narrative/Descriptive
- The following must be considered:
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the final words in the essay.
- The candidate may mention, **among others**:
  - A memorable event/s
  - Feelings and emotions involved
  - What made the day exceptional

**[40]**

##### 1.2 Love really makes the world go round.

- Descriptive/Narrative
- The following must be considered:
  - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the words in the topic.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- The candidate may mention, **among others**:
  - The impact of love
  - A story can be told to illustrate the topic

**[40]**

1.3 When he turned his face towards me, I suddenly realised my best friend was in trouble.

- Descriptive/Narrative
- The following must be considered:
  - If **descriptive**, there must be a **vivid description** of the trouble.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- The candidate may mention, **among others**:
  - The event or series of events which led to the person getting into trouble
  - Why the person got into trouble
  - Feelings
  - The negative/positive outcome

[40]

1.4 A night in the wilderness

- Descriptive/Narrative
- The following must be considered:
  - If **descriptive**, there must be a **vivid description** of all observations during the night. Should include some senses.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- The candidate may mention, **among others**:
  - A description of the surroundings
  - Sounds
  - Smells
  - The reason for spending the night in the wilderness
  - Events

[40]

## 1.5 Interpretation of pictures

- The candidate should provide a suitable title.
- The candidate may interpret the pictures in any way.
- The interpretation should be clearly linked to the picture.
- The candidate may write in any appropriate tense.

### 1.5.1 The candidate may write about, **among others**:

- The joy of parenthood
- The love of a father/grandfather
- Quality time
- Father as a role model
- Different generations
- Loving memories

**[40]**

### 1.5.2 The candidate may write about, **among others**:

- The love of money
- The importance of money/saving
- The financial crisis
- Money makes the world go round
- Gambling

**[40]**

### 1.5.3 The candidate may write about, **among others**:

- The wonder of nature
- A visit to a game reserve
- A story of an unusual incident with giraffes
- A giraffe tells his own story

**[40]**

### 1.5.4 The candidate may write about, **among others**:

- The life of a student
- The joy of studying
- A circle of friends
- Memories of days gone by
- The use of technology

**[40]****TOTAL SECTION A: 40**

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

- The candidate is required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the texts in this section.

**2.1 INFORMAL LETTER**

- The tone and register of the letter should be informal.
- The following aspects of **format** should be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The following information should be included in the letter, **among others**:
  - The reason for the argument
  - The hope of restoring the friendship
  - Why the friendship should be restored

**[20]****2.2 FORMAL LETTER**

- The letter should be addressed to the municipal manager of the town.
- The tone and register of the letter should be formal.
- The following aspects of **format** should be included:
  - Address of sender
  - Date
  - Name/title and address of recipient
  - Greeting/salutation
  - Subject line
  - Suitable ending
  - Signature and name of sender
- The following information should be included in the letter, **among others**:
  - When the event will be held
  - Where the event will be held
  - What type of event this will be – mention sports
  - Who has been invited to this event
  - How the sponsorship money will be spent
  - Benefits for the community

**[20]**

### 2.3 SPEECH

- The tone of the speech should be formal.
- The language and register should be appropriate to the audience (the learners and staff of the school).
- The audience should be addressed appropriately (e.g. The Principal, teachers and learners ...).
- The following information should be included in the speech, **among others**:
  - The content of the speech should be relevant to the occasion (motivate Grade 8 learners).
  - A logical and appropriate closure to the speech should be evident.

**[20]**

### 2.4 DIALOGUE

- The correct dialogue **format** must be used:
  - A brief scenario must be given
  - The names of the characters on the left-hand side of the page
  - A colon after the name of the speaker
  - A new line to indicate each new speaker
  - Stage directions: tone of voice, actions, etc. must be in brackets
- The following ideas should be included, **among others**:
  - The teacher's motivation must be clear
  - The candidate's uncertainty must be included
  - The candidate's achievements could be included

**[20]****TOTAL SECTION B: 20**

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

- The candidate is required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

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

**3.1 INVITATION**

- The format can be formal or informal
- The following should be included, **among others**:
  - Date and time of function
  - Venue
  - Dress code or theme
  - Name and number of person to contact

**[20]****3.2 POSTER**

- The following should be included, **among others**:
  - Eye-catching headline, slogan or logo
  - Concise language, inviting the reader to use the library
  - Activities offered
  - Advantages of using the library

**[20]****3.3 INSTRUCTIONS**

- The following should be included, **among others**:
  - The instructions may be in point or paragraph form.
  - If point form is used, numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
  - Instructions should be given in a logical sequence.
  - The language should be clear and instructive.
  - Complete sentences are not necessary.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 80**



**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>		<b>22–24</b>	<b>18–19</b>	<b>12–14</b>	<b>8–11</b>	<b>0–7</b>
(Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context	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	-Very well-crafted response -Fully relevant and interesting ideas -Evidence of maturity -Very well organised and coherent (connected) including introduction, body and conclusion/ending	-Satisfactory response -Ideas are reasonably coherent & convincing. -Reasonably organised and coherent including introduction, body and conclusion/ending	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organization and coherence.	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
<b>24 marks</b>	Lower level	<b>20–21</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>15–17</b> Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected) including introduction, body and conclusion			
<b>LANGUAGE, STYLE &amp; EDITING</b>		<b>9–12</b>	<b>7–8</b>	<b>5–6</b>	<b>3–4</b>	<b>0</b>
Tone, register, style, vocabulary appropriate to purpose and context Word choice Language use and conventions, punctuation, grammar, spelling		-Language is excellent and rhetorically effective in tone,  -Virtually error-free in grammar and spelling.  -Skilfully crafted	-Language is engaging and generally effective. -Appropriate and effective tone, few errors-in grammar and spelling. -Well crafted	-Adequate use of language with some inconsistencies. -Tone generally appropriate and limited use of rhetorical devices.	-Inadequate use of language. -Little or no variety in sentence. Exceptionally limited vocabulary.	-Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
<b>12 MARKS</b>						
<b>STRUCTURE</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Features of text Paragraph development and sentence construction		-Excellent development of topic. -Exceptional detail. -Sentences, paragraphs exceptionally well-constructed.	-Logical development of details. Coherent. -Sentences, paragraphs logical, varied.	-Relevant details developed. -Sentences, paragraphs well-constructed	-Develop some valid points. -Sentences, -paragraphing faulty -Essay still makes some sense.	-Necessary points lacking -Sentences,-paragraphs faulty -Essay lacks sense
<b>4 MARKS</b>						
<b>MARK RANGE</b>		<b>32–40</b>	<b>24–31</b>	<b>20–23</b>	<b>12–19</b>	<b>0–11</b>

**SECTIONS B AND C: RUBRIC FOR ASSESSING LONGER AND SHORTER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b>	<b>9–12</b>	<b>7–8</b>	<b>5–6</b>	<b>3–4</b>	<b>0–2</b>
Response and ideas Organisation of ideas Features/conventions and context  <b>12 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response, demonstrating knowledge of features of the type of text</li> <li>- Not completely focused –some digressions.</li> <li>- Reasonably coherent in content and ideas.</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response, demonstrating some knowledge of features of the type of text</li> <li>- Some focus but writing digresses</li> <li>- Not always coherent in content and ideas</li> <li>- Few details support the topic.</li> <li>- Necessary rules of format vaguely applied</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning obscure with major digressions</li> <li>- Not coherent in content and ideas</li> <li>- Very few details support the topic.</li> <li>- Necessary rules of format not applied</li> </ul>
<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. Language use and conventions Word choice Punctuation and spelling <b>8 MARKS</b>	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Generally grammatically accurate and well- constructed</li> <li>-Very good vocabulary</li> <li>- Mostly free of errors</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>-Some grammatical errors</li> <li>-Adequate vocabulary</li> <li>-Errors do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Inaccurate grammar with numerous errors</li> <li>-Limited vocabulary</li> <li>-Meaning obscured</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>-Error-ridden and confused</li> <li>-Vocabulary not suitable for purpose</li> <li>-Meaning seriously impaired</li> </ul>
<b>MARK RANGE</b>	<b>16–20</b>	<b>13–15</b>	<b>9–12</b>	<b>6–7</b>	<b>0–5</b>