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**GRADE 12**

**SEPTEMBER 2020**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MARKING GUIDELINE**

**MARKS: 100**

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This marking guideline consists of 12 pages.

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## INSTRUCTIONS AND INFORMATION

This marking guideline 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 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 pleasant/frightening experience

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong storyline and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experienced.
- If descriptive, the writer should create a picture in words using as many senses as possible to make the description clear.

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

**[50]**

## 1.2 And now this ...

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 storyline and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experienced.

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

[50]

## 1.3 Changing your mindset

Reflective/Descriptive/Narrative

- If reflective, the essay should convey the emotional reactions and feelings the candidate experienced.
- If descriptive, the writer should create a picture in words using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong storyline 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]

## 1.4 Choices

Reflective/Descriptive/Argumentative/Narrative

- If reflective, the essay should convey the emotional reactions and feelings the candidate experienced.
- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If narrative, the essay must have a strong storyline 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 **‘I have decided to stick with love. Hate is too great a burden to bear.’**  
– Martin Luther King Jnr.

Discursive/Argumentative/Descriptive/Reflective/Narrative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which may include recommendations.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.
- If reflective, the essay should convey the emotional reactions and feelings the candidate experienced.
- If narrative, the essay must have a strong storyline 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]

1.6 **Toxic (poisonous) friendship**

Reflective/Narrative/Descriptive

- If reflective, the essay should convey the emotional reactions and feelings the candidate experienced.
- If narrative, the essay must have a strong storyline and an interesting ending.
- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.

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

[50]

1.7 **Interpretation of pictures**

The candidate:

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

**1.7.1 Picture: Railway track and discarded shoes**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: journey by rail, rail destination(s), abandoned shoes, giving up, abandonment, etc.
- Figurative interpretations: your life's journey, destiny, dreams, the future, loneliness, depression, etc.

**[50]**

**1.7.2 Picture: Person with empty pocket and single coin in his/her hand**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretation: broke, unemployment, nothing to give, bankrupt, lean economic times, poverty, living below the breadline etc.
- Figurative interpretation: underpayment, economic opportunities, investment, poor economic conditions, savings, miserliness, entrepreneurship etc.

**[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 FRIENDLY LETTER**

Comfort and assurance to friend

- The following aspects of format **must be** included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone and register of the letter should be friendly and informal.
- Comforting a friend and giving assurance about change of situation.

**[30]**

**2.2 OBITUARY**

Obituary of an activist

- 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 (e.g. parents, siblings) and their names
- The following information may be included:
  - Date, time and place of funeral
  - Biographical information
  - Cause of death
  - The obituary must pay tribute to the deceased.
- Mention must also be made of his/her contribution to the development of the community.

**[30]**

### 2.3 INTERVIEW

An interview between a candidate and the director of a company

- A brief context must be provided at the beginning of the interview.
- A dialogue format must be used.
- The dialogue must be between a candidate and director of a company.
- The tone must be formal.
- The questions must be probing and to the point.
- The names/title/designation of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.

**[30]**

### 2.4 NEWSPAPER ARTICLE

How teenagers can prevent teen-suicide and seek help

- The article must have a suitable heading.
- Paragraphs must be well developed and not too long.
- The style should be personal, addressing the reader.
- The language must be formal.
- The article should be stimulating to the reader.

**[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 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**

Surprise function for retiring educator

- The following aspects of format must be included:
  - Date
  - Venue
  - Time
  - RSVP details
- The type of function should be clear.
- The name of the retiring educator must be included.
- Language must be appropriate to the context.
- Full sentences are not necessary.

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

**[20]**

**3.2 DIARY ENTRIES**

Feelings **BEFORE** and **AFTER** undergoing medical tests

- There must be TWO diary entries with two different times / dates.
- The entries must express the candidates' feelings before and after having undergone medical tests.
- The diary entries must be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

**[20]**

### 3.3 INSTRUCTIONS

Instructions to a domestic worker

- Instructions may either be in point or paragraph form.
- Complete sentences are not necessary.
- May be written in the imperative.
- Language should be instructional.

**[20]**

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

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

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

○ The marks from 0–50 have been divided into 5 major level descriptors.

○ In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.

○ Structure is not affected by the upper level and lower level division.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context <b>30 MARKS</b>	Upper level	28–30	22–24	16–18	10–12	4–6
		<ul style="list-style-type: none"> <li>Outstanding/Striking response beyond normal expectations</li> <li>Intelligent, thought-provoking and mature ideas</li> <li>Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>Very well-crafted response</li> <li>Fully relevant and interesting ideas with evidence of maturity</li> <li>Very well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory response</li> <li>Ideas are reasonably coherent and convincing</li> <li>Reasonably organised and coherent, including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently coherent response</li> <li>Unclear ideas and unoriginal</li> <li>Little evidence of organisation and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Totally irrelevant response</li> <li>Confused and unfocused ideas</li> <li>Vague and repetitive</li> <li>Unorganised and incoherent</li> </ul>
	Lower level	25–27	19–21	13–15	7–9	0–3
		<ul style="list-style-type: none"> <li>Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>Mature and intelligent ideas</li> <li>Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>Well-crafted response</li> <li>Relevant and interesting ideas</li> <li>Well organised and coherent (connected), including introduction, body and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory response but some lapses in clarity</li> <li>Ideas are fairly coherent and convincing</li> <li>Some degree of organisation and coherence, including introduction, body and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Largely irrelevant response</li> <li>Ideas tend to be disconnected and confusing</li> <li>Hardly any evidence of organisation and coherence</li> </ul>	<ul style="list-style-type: none"> <li>No attempt to respond to the topic</li> <li>Completely irrelevant and inappropriate</li> <li>Unfocused and muddled</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling <b>15 MARKS</b>	Upper level	14–15	11–12	8–9	5–6	0–3 <ul style="list-style-type: none"> <li>Language incomprehensible</li> <li>Tone, register, style and vocabulary not appropriate to purpose, audience and context</li> <li>Vocabulary limitations so extreme as to make comprehension impossible</li> </ul>
		<ul style="list-style-type: none"> <li>Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>Language confident, exceptionally impressive</li> <li>Compelling and rhetorically effective in tone</li> <li>Virtually error-free in grammar and spelling</li> <li>Highly skilfully crafted</li> </ul>	<ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Language is effective and a consistently appropriate tone is used</li> <li>Largely error-free in grammar and spelling</li> <li>Very well crafted</li> </ul>	<ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Appropriate use of language to convey meaning</li> <li>Tone is appropriate.</li> <li>Rhetorical devices used to enhance content</li> </ul>	<ul style="list-style-type: none"> <li>Tone, register, less style and vocabulary appropriate to purpose, audience and context</li> <li>Very basic use of language.</li> <li>Tone and diction are inappropriate</li> <li>Very limited vocabulary</li> </ul>	
	Lower level	13	10	7	4	
		<ul style="list-style-type: none"> <li>Language excellent and rhetorically effective in tone</li> <li>Virtually error-free in grammar and spelling</li> <li>Skilfully crafted</li> </ul>	<ul style="list-style-type: none"> <li>Language engaging and generally effective</li> <li>Appropriate and effective tone</li> <li>Few errors in grammar and spelling</li> <li>Well-crafted</li> </ul>	<ul style="list-style-type: none"> <li>Adequate use of language with some inconsistencies</li> <li>Tone generally appropriate and limited use of rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate use of language.</li> <li>Little or no variety in sentence</li> <li>Exceptionally limited vocabulary</li> </ul>	
<b>STRUCTURE</b> Features of text Paragraph development and sentence construction <b>5 MARKS</b>		5	4	3	2	0–1
		<ul style="list-style-type: none"> <li>Excellent development of topic</li> <li>Exceptional detail</li> <li>Sentences, paragraphs exceptionally well-constructed</li> </ul>	<ul style="list-style-type: none"> <li>Logical development of details</li> <li>Coherent</li> <li>Sentences, paragraphs logical, varied</li> </ul>	<ul style="list-style-type: none"> <li>Relevant details developed</li> <li>Sentences, paragraphs well-constructed</li> <li>Essay still makes some sense</li> </ul>	<ul style="list-style-type: none"> <li>Some valid points</li> <li>Sentences and paragraphs faulty</li> <li>Essay still makes sense despite flaws</li> </ul>	<ul style="list-style-type: none"> <li>Necessary points lacking</li> <li>Sentences and paragraphs faulty</li> <li>Essay lacks sense</li> </ul>
<b>MARKS RANGE</b>		<b>40–50</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	<b>0–9</b>

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	<b>15–18</b>	<b>11–14</b>	<b>8–10</b>	<b>5–7</b>	<b>0–4</b>
<b>CONTENT, PLANNING AND FORMAT</b> (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context <b>18 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text</li> <li>- Maintains focus – no digressions</li> <li>- Coherent in content and ideas, very well elaborated and details support topic</li> <li>- Appropriate format with minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text</li> <li>- Not completely focused – some digressions</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text</li> <li>- Some focus but writing digresses</li> <li>- Not always coherent in content and ideas</li> <li>- Few details support the topic</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions</li> <li>- Not coherent in content and ideas</li> <li>- Very few details support the topic</li> <li>- Has not applied necessary rules of format</li> </ul>
	<b>10–12</b>	<b>8–9</b>	<b>6–7</b>	<b>4–5</b>	<b>0–3</b>
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, purpose/effect, audience and context Language use and conventions Word choice Punctuation, spelling <b>12 MARKS</b>	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>- Generally grammatically accurate and well-constructed</li> <li>- Very good vocabulary</li> <li>- Mostly free of errors</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>- Some grammatical errors</li> <li>- Adequate vocabulary</li> <li>- Errors do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar with numerous errors</li> <li>- Limited vocabulary</li> <li>- Meaning is obscured</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose</li> <li>- Meaning seriously impaired</li> </ul>
<b>MARKS RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

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

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