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# **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2022**

## **ENGLISH HOME LANGUAGE P3 MARKING GUIDELINE**

**MARKS: 100**

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This marking guideline consists of 10 pages.

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**INFORMATION FOR THE MARKER**

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas and the conclusion.

## SUGGESTED APPROACH TO MARKING

### SECTION A: ESSAY

Refer to SECTION A: Rubric for Assessing an Essay found on page 8–9 of these marking guidelines.

| CRITERIA USED FOR ASSESSMENT      |       |
|-----------------------------------|-------|
| CRITERIA                          | MARKS |
| CONTENT AND PLANNING (60%)        | 30    |
| LANGUAGE, STYLE AND EDITING (30%) | 15    |
| STRUCTURE (10%)                   | 5     |
| TOTAL                             | 50    |

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

### SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 10 of these marking guidelines.

| CRITERIA USED FOR ASSESSMENT       |       |
|------------------------------------|-------|
| CRITERIA                           | MARKS |
| CONTENT, PLANNING AND FORMAT (60%) | 15    |
| LANGUAGE, STYLE AND EDITING (40%)  | 10    |
| TOTAL                              | 25    |

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

#### NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

**NOTE:**

- The points given below each topic in these marking guidelines serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

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

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, discursive, argumentative, or any combination of these.

**1.1 'You can't wait until life isn't hard anymore before you decide to be happy.'**  
**[Jane 'Nightbirde' Marczewski]**

- Reflective/narrative.
- Candidates may choose to reflect on hardships they have endured
- The focus should show that happiness is a choice despite adversity
- Those who know who Nightbirde is, may discuss her cheerful outlook on life despite having terminal illness. (She shot to fame on America's Got Talent in June 2021 but sadly died of cancer in February 2022)

**[50]**

**1.2 'I have an announcement to make!'**

- Narrative/reflective/descriptive.
- Candidate can make any announcement or declaration to any type of audience/family/group/friendship circle.

**[50]**

**1.3 'Crisis does not create character. It reveals it.'** **[James Lane Allen]**

- Narrative/argumentative/discursive/reflective/descriptive.
- This topic focusses on our true selves being revealed when we experience challenges or crises.
- A character trait(s) (example: determination/ kindness/ sincerity/ ambition/ loyalty) should be the outcome of the discussion.

**[50]**

**1.4 'Until the lion learns to write, every story will glorify the hunter.'**  
**[African proverb]**

- Narrative/reflective/descriptive/argumentative/discursive.
- This topic is about perspective and points or angles of view.
- Candidates may choose from any style of writing however the overall impression is that it's about from whose perspective a story is told.

**[50]**

**1.5 Tracking our search history to punt marketing and advertising is invasive.**

- Argumentative/discursive/narrative/reflective/
- Candidates can argue for or against the validity of this statement.
- They may refer to one or more platforms on the internet or social media sites that use one's search history to market specific products or services that you have previously shown an interest in.
- This may allude to privacy and the breach of privacy rights. **[50]**

**1.6 1.6.1 Butterfly/Caterpillar "You've changed ..."**

- Narrative/reflective/descriptive/argumentative/discursive.
- Candidates should mention the natural progression and development that involves change/evolution or metamorphosis.
- The expectation of change as part of our development. **[50]**

**1.6.2 Ladders**

- Narrative/reflective/descriptive/argumentative/discursive.
- This topic deals with 'moving up the ladder' (progress/development/improvement) by taking small and frequent steps. There is no fast tracking to success.
- Obstacles in the path (the rungs are too far apart to reach and climb) **[50]**

**1.6.3 Social media versus Science.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Candidates should identify that this topic refers to 'Science': scientific, proven facts versus what they read and see on social media which is often exaggerated or fake or illusion (e.g.: use of filters) **[50]**

**TOTAL SECTION A: 50**

**SECTION B: TRANSACTIONAL TEXTS****QUESTION 2**

Candidates are required to respond to TWO of the topics set. The body of each response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

**2.1 OBITUARY**

- Formal language.
- Factual details of deceased's (Archbishop Desmond Tutu) life.
- How he died.
- Reference to his legacy.
- The community based or humanitarian work he was involved in.
- By whom he is survived.

**[25]****2.2 MAGAZINE ARTICLE**

- Response should follow format conventions: headline, byline (optional), date and author, etc.
- Formal register, tone and diction appropriate to suit target audience.
- Advice and tips should be offered on how to work with someone you do not like.

**[25]****2.3 REVIEW**

- Candidate should write about/review a biography: a book written about a person's life.
- Conventions of book review writing should be evident: Title and author of book, outline of plot without giving away too much, a distinct opinion either encouraging or discouraging the target audience from purchasing and reading this book, rating etc.

**[25]****2.4 NEWSPAPER ARTICLE**

- Headline: 'More human twins are being born now than ever before', byline and author should be present.
- Must be written in paragraphs (columns are not necessary).
- Content should address possible reasons for this increase in twins being born.
- Possibly even allude to modern fertility treatments could make for a good argument.

**[25]**

## 2.5 INTERVIEW

- Correct format: questions and answers in a dialogue format.
- Each speaker on a new line with the names against the far-left hand side of the page.
- Interviewee is visual artist, Chad Knight.
- Ideally direction of questions should relate to his artwork in particular the 'Father and Son' sculpture and the inspiration behind it.

**[25]**

## 2.6 FORMAL LETTER TO THE PRESS

- Formal format, register and tone.
- Letter should address the necessity to look at the state of clinics and healthcare facilities in their community or an angle inspired by the article.
- Tone should indicate urgency and sympathy for the sick who require assistance from healthcare facilities that are understaffed, lacking in basic equipment and medication and the poor training and bedside manner of some healthcare professionals.
- Could offer suggestions on better care for people visiting these clinics.

**[25]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**



**SECTION A: ASSESSEMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]****NOTE:**

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper-level and a lower-level subcategory 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><br>(Response and ideas)<br>Organisation of ideas for planning.<br>Awareness of purpose, audience and context.<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.<br>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 AND 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><b>15 MARKS</b> | <b>Upper level</b> | <b>14–15</b>  | <b>11–12</b>  | <b>8–9</b>   | <b>5–6</b>   | <b>0–3</b>  |
|   |                    | <ul style="list-style-type: none"><li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li><li>- Language confident, exceptionally impressive – 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, style and vocabulary less appropriate to purpose, audience and context.</li><li>- Very basic use of language.</li><li>- Diction is inappropriate.</li><li>- Very limited vocabulary.</li></ul> | <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> |
|   | <b>Lower level</b> | <b>13</b>   | <b>10</b>   | <b>7</b>   | <b>4</b>   |   |
| <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><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>  |
|   |                    | <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 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></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 – HOME LANGUAGE [25 MARKS]**

| Criteria  | Exceptional   | Skilful  | Moderate   | Elementary   | Inadequate   |
|---|---|--|--|--|--|
| <b>CONTENT PLANNING AND FORMAT</b><br>Response and ideas<br>Organisation of ideas for planning<br>Purpose, audience and features/conventions and context<br><b>15 MARKS</b>                   | <b>13–15</b><br><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> | <b>10–12</b><br><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> | <b>7–9</b><br><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> | <b>4–6</b><br><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> | <b>0–3</b><br><ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscured with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul> |
| <b>LANGUAGE, STYLE AND EDITING</b><br>Tone, register, style, purpose/effect, audience and context<br>Language use and conventions.<br>Word choice<br>Punctuation, spelling<br><b>10 MARKS</b> | <b>9–10</b><br><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>  | <b>7–8</b><br><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>   | <b>5–6</b><br><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>   | <b>3–4</b><br><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>  | <b>0–2</b><br><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>20–25</b>  | <b>15–19</b>   | <b>10–14</b>   | <b>5–9</b>   | <b>0–4</b>   |