Province of the EASTERN CAPE EDUCATION

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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

ENGLISH FIRST ADDITIONAL LANGUAGE P3 MARKING GUIDELINE

MARKS: 100

This marking guideline consists of 12 pages.

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:
  o Content and planning (30 marks)
  o Language, style and editing (15 marks)
  o 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, refer to the
  First Additional Language Examination Guidelines, Grade 12, 2021.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 **An eye-opening event**

Narrative/Descriptive/Reflective/Discursive/Argumentative

- If narrative, the essay must have a strong storyline and an interesting ending.
- If descriptive, the writer should create a picture in words using 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 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 should 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.

NOTE: A candidate may write an essay that contains elements of more than one type of essay/any other essay type. **[50]**

SA EXAM PAPERS

1.2 **A funny memory**

Descriptive/Reflective/Narrative/Discursive/Argumentative

- 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's experiences/experienced.
- 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 should 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.

NOTE: A candidate may write an essay that contains elements of more than one type of essay/any other essay type.   **[50]**

1.3 **If only time was on my side …**

Reflective/Descriptive/Narrative/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/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.
- 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 should 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.

NOTE: A candidate may write an essay that contains elements of more than one type of essay/any other essay type.   **[50]**

1.4   **Social media damages people's self-esteem**

Discursive/Reflective/Narrative/Descriptive/Argumentative

- 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 should include recommendations.
- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/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.
- 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.

NOTE: A candidate may write an essay that contains elements of more than one type of essay/any other essay type. **[50]**

1.5   **"Step out of the history that is holding you back. Step into the new story you are willing to create." – Oprah Winfrey**

Reflective/Narrative/Descriptive/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/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.
- 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 should 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.

NOTE: A candidate may write an essay that contains elements of more than one type of essay/any other essay type. **[50]**

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.

1.6   **Picture: Locked gate**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: being locked out, security, being safe, the end of a chapter, etc.
- Figurative interpretations: prison, change, closing a bad experience, being excluded, etc.   **[50]**

17   **Picture: Person packing a suitcase**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: going on a journey, packing your suitcase, leaving, going on a holiday, etc.
- Figurative interpretations: beginning a new journey, starting afresh/anew, being kicked out, divorcing someone, ending an old lifestyle, etc.   **[50]**

1.8   **Picture: Chest with broken heart**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: broken heartedness, people experiencing broken relationships, disappointment, being in love, being romantic, etc.
- Figurative interpretations: lost relationships, love secrets, remembering past relationships, thinking back on love, 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**

A letter to a friend

- The letter should have an introduction, body and conclusion.
- The tone and register of the letter should be friendly and informal.
- The following aspects of format must be included:
  - Address of the sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The letter must include details congratulating your friend on his achievement in athletics, and inspiration to continue and to do better in the future.   **[30]**

2.2   **DIALOGUE**

A conversation between you and your friend:

- The tone must be formal.

  - A brief scenario (context) must be sketched before the speakers start speaking.
  - The names of speakers must appear on the left-hand side of the page.
  - A colon must appear after the name of each speaker.
  - A new line must be used to indicate each speaker.
  - Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas must be explored, among others:
  - The posting of the humorous/funny picture on WhatsApp.
  - Explanation of why it was posted and reconciliation.   **[30]**

2.3   **E-MAIL**

An e-mail to the online sales company.

- Allow for acceptable variations of format.
- The e-mail should be addressed to the online sales company.
- The tone and register of the e-mail should be formal.
- The following aspects of format must be included:
  o The recipients e-mail address
  o Subject
  o Salutation
  o Message
  o Conclusion
  o Suitable ending
  o Sender's name

- The following information may be included:
  o CC/BCC: an e-mail address of another recipient whose attention is called the e-mail.
  o Other alternative contact details at the end.
- The e-mail must include information about the item ordered, the open box, and the dissatisfaction of the customer/recipient.

NOTE: Do not award marks for illustrations or drawings.   **[30]**

2.4   **SPEECH**

A speech to congratulate and inspire learners who have excelled in the spelling and reading competition.

- 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:
  o An introduction that captures the listener's attention.
  o Well-developed points.
  o A suitable conclusion.
- The speech must congratulate and inspire the learners who have excelled.   **[30]**

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 3

INSTRUCTIONS TO MARKERS:

- Candidates are required to answer ONE question.
- Marking be objective. Give credit for relevant ideas.
- Use the 20- must 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:
  - o   Content, planning and format (12 marks)
  - o   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 ENTRY

The candidate's feelings BEFORE and AFTER meeting with the grandmother

- There must be two diary entries with two different times and dates.
- The entries must express the candidate's feelings before and after meeting the grandmother for the first time.
- The diary entries must be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.
- The language may be formal or informal but not slang or colloquialism.   **[20]**

3.2 FLYER

Advertising babysitting service(s)

The following aspects should be included in the flyer, among others:

- Eye-catching headline or slogan
- Catchy words and phrases
- Sufficient details of services offered
- Contact details of the person offering the service
- The language may be formal or informal but not slang or colloquial.

   NOTE: No marks are awarded for drawings or illustrations.   **[20]**

3.3 **DIRECTIONS**

Directions from the entry point to the venue:

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

NOTE: No marks are awarded for drawings or illustrations.   **[20]**

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

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

o Always use the rubric when marking the creative essay (Paper 3, SECTION A).
o The marks from 0–50 have been divided into 5 major level descriptors.
o 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.
o Structure is not affected by the upper level and lower level division.

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

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **18 MARKS**	**15–18** - 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	**11–14** - 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.	**8–10** - 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.	**5–7** - 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. - Has vaguely applied necessary rules of format - Some critical oversights.	**0–4** - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **12 MARKS**	**10–12** - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.	**8–9** 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	**6–7** Tone, register, style and vocabulary appropriate to purpose, audience and context. Some grammatical errors Adequate vocabulary Errors do not impede meaning	**4–5** - Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning is obscured.	**0–3** - 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
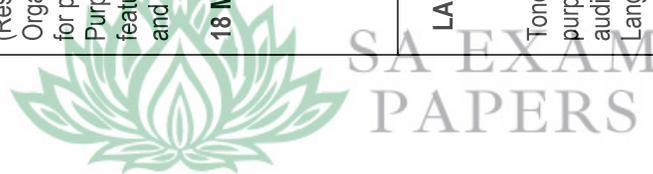
SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **12 MARKS**	**10–12** - 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	**8–9** - 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.	**6–7** - 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.	**4–5** - 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. - -Has vaguely applied necessary rules of format - -Some critical oversights.	**0–3** - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **8 MARKS**	**7–8** - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.	**5–6** - 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.	**4** - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning.	**3** - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - -Meaning is obscured.	**0–2** - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - -Meaning seriously obscured