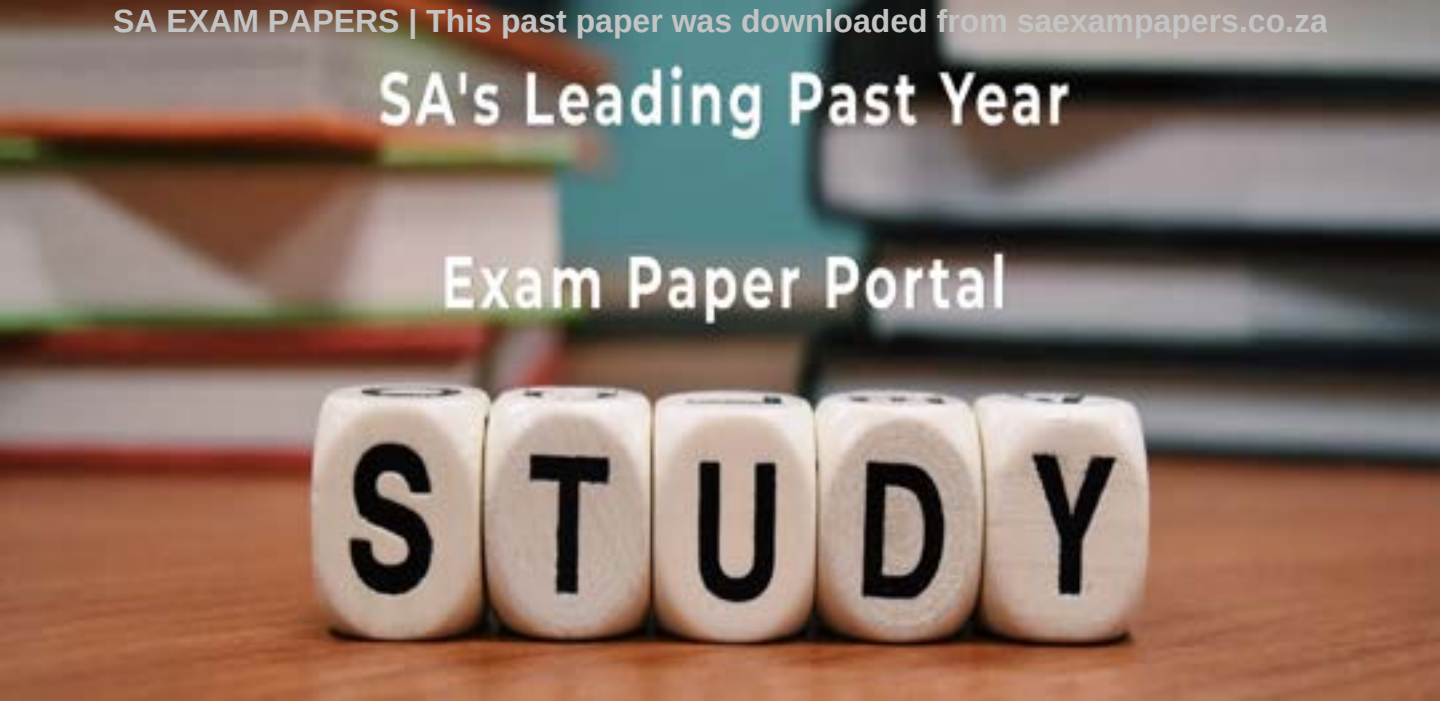
SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za



You have Downloaded, yet Another Great Resource to assist you with your Studies ☺

Thank You for Supporting SA Exam Papers

Your Leading Past Year Exam Paper Resource Portal

Visit us @ www.saexampapers.co.za

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE

MARKS: 100

This marking guideline consists of 10 pages.

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

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.

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: Rubric for Assessing an Essay found on pages 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 the appropriateness of the format.
- Look for a logical approach in all writing.

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

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 **#strongertogether**

- Narrative/reflective/descriptive/argumentative/discursive.
- The focus should be on the power of unity/solidarity.
- Collectivistic vs Individualistic Culture / Independence vs Collaboration.
- Candidates could focus on any #strongertogether campaign designed to unite people/communities. **[50]**

1.2 **"Victory? There is no victory in war!"** **[Joseph R. Lallo]**

- Argumentative/discursive/reflective/narrative/descriptive.
- The focus could be that wars/battles do not result in a clear victory for one side when consideration is given to the losses faced.
- Candidates could focus on personal or political battles.
- Candidates could argue for or against the assertion. **[50]**

1.3 **"The two most important days in your life are the day you're born and the day you find out why."** **[Mark Twain]**

- Narrative/reflective/descriptive/argumentative/discursive.
- The focus should be on discovering one's purpose.
- Candidates could focus on the quest of finding purpose or on how their life purpose is lived out. **[50]**

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

1.4 **Cancel culture is a threat to freedom of speech.**

- Argumentative/discursive/narrative/reflective/descriptive.
- Candidates could argue for or against the validity of the statement.
- The focus could be on the attack on traditional freedom of speech, where people with controversial opinions are perceived either as offensive or inappropriate and are 'cancelled' / how 'wokeness' has become divisive and exclusionary.
- Candidates could argue that cancel culture is aimed at calling out prejudiced viewpoints and is essential for building a more compassionate and inclusive society / eradicating hate speech. **[50]**

1.5 **''Like the Lotus flower that is born out of mud, we must honour the darkest parts of ourselves and the most painful of our life's experiences because they are what allow us to birth our most beautiful self.''** **[Debbie Ford]**

- Narrative/reflective/argumentative/discursive/descriptive.
- The focus could be on personal growth as a result of fears/struggles/ pain/circumstances. / The past does not determine the future.
- Candidates could focus on embracing/coming to terms with/transcending adversity.
- Candidates could focus on developing an indomitable spirit/character/ courage despite challenges.
- Candidates could reflect on personal or historical events. **[50]**

1.6 **Chess pawn with the shadow of a king.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and mixed responses.
- The focus could be on personal potential/power within.
- Candidates could focus on realising greatness in the future.
- Candidates could allude to the game of chess as an analogy to life/living. **[50]**

1.7 **Athletes running at dawn/dusk.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and mixed responses.
- Candidates could focus on chasing a goal/working towards success.
- The focus could be on the value of teamwork/training/sport.
- Individual vs collective efforts. **[50]**

1.8 **Boy and girl with backpacks and books.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and mixed responses.
- The focus could be on the value of education /relationships.
- Candidates could reflect on their school years or dreams and aspirations after school. **[50]**

TOTAL SECTION A: 50

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

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 LETTER TO THE PRESS

- The letter should address the writer's views on the issue of ride-share attacks.
- Candidates could suggest possible reasons for the increase in attacks.
- Candidates could provide solutions or precautionary measures to ensure passenger safety.
- Format: own address, date, addressee, subject line, salutation and signing-off
- Register should be formal. **[25]**

2.2 MAGAZINE ARTICLE

- The focus should be on the power of the youth vote and political participation in effecting change.
- Candidates could include details on voter registration procedures.
- Format: Headline is essential; by-line is optional
- Must be written in paragraphs (columns not necessary). **[25]**

2.3 E-MAIL

- The candidate must offer advice/suggest alternative courses of action (gap year / re-writing to improve results / applying to alternative institutions or courses etc).
- Candidates must be encouraging.
- Format: sender's and recipient's e-mail addresses, subject line, salutation and signing off, appropriate register and tone **[25]**

2.4 DIALOGUE

- The conversation could have a positive/negative/mixed outcome.
- Candidates could discuss the challenges and fears associated with the test.
- Candidates could provide tips on passing the test.
- Candidates could highlight the freedom and independence that comes with obtaining a licence and the impact it may have on his/her future/career.
- Tone must be persuasive.
- Valid dialogue format should be used. **[25]**

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

2.5 INFORMAL SPEECH

- The speech should motivate the audience and highlight the sense of accomplishment achieved through the completion of small tasks as a motivating factor in achieving bigger goals.
- Candidates could include additional steps towards building positive habits and self-discipline.
- The speech should follow a logical structure and acknowledge the audience as a peer group.
- Register should be appropriate in the context. **[25]**

2.6 REVIEW

- The candidate must provide her/his viewpoints on the memoir.
- Review must refer to overcoming specific adversity and eventual success.
- Format: title, author, publisher, genre, rating
- Critical element is desirable: recommend the book/or not and state why. **[25]**

TOTAL SECTION B: 50
GRAND TOTAL: 100

SA EXAM PAPERS

SECTION A: ASSESSMENT 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 divisions.

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**	**22–24**	**16–18**	**10–12**	**4–6**
		- 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 with evidence of maturity - Very well organised and coherent (connected) including introduction, body and conclusion/ending.	- Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	- Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	- Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
	Lower level	**25–27**	**19–21**	**13–15**	**7–9**	**0–3**
		- Excellent response but lacks the exceptionally striking qualities of an outstanding essay - Mature and intelligent ideas - Skilfully organised and coherent (connected) including introduction, body and conclusion/ending.	- Well-crafted response. - Relevant and interesting ideas. - Well-organised and coherent (connected) including introduction, body and conclusion.	- Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	- Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	- No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.

SA EXAM PAPERS

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

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**	**11–12**	**8–9**	**5–6**	**0–3**
		- 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.	- 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.	- 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.	- Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Very basic use of language. - Diction is inappropriate. - Very limited vocabulary.	- Language incomprehensible - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
	Lower level	**13**	**10**	**7**	**4**	
		- Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	- Language 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.	
STRUCTURE Features of text Paragraph development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**
		- 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. - Essay still makes sense.	- Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	- Necessary points lacking. - Sentences and paragraphs faulty.
MARKS RANGE		**40–50**	**30–39**	**20–29**	**10–19**	**0–9**

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – HOME LANGUAGE [25 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 **15 MARKS**	**13–15** - 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.	**10–12** - 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 the topic. - Appropriate format with minor inaccuracies.	**7–9** - 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.	**4–6** - 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 obscured 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 **10 MARKS**	**9–10** - Tone, register, style, and vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free.	**7–8** - 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	**5–6** - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning	**3–4** - 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.
MARKS RANGE	**20–25**	**15–19**	**10–14**	**5–9**	**0–4**

Copyright reserved

SA EXAM PAPERS | This past paper was downloaded from saexampapers.co.za