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FINAL



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P3

MARKING GUIDELINES

PREPARATORY EXAMINATION

SEPTEMBER 2025

MARKS: 100

These marking guidelines consist of 11 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, the development of ideas and the conclusion.



SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on pages 9 and 10 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.

NOTE:

An essay cannot be without any indication that it has been read and awarded marks accordingly. The final mark awarded for the essay must be justifiable.

Unlike the summary where there is a very strict word limit, an essay is creative work. If an essay is flowing in terms of creativity and is captivating to the reader, it becomes unfair to focus only on the length at the expense of the content. The rule of thumb is that no additional penalties may be imposed as the rubric itself imposes penalties.



SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 11 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 A moment that took me out of my comfort zone

- Credit literal/figurative and/or mixed responses.
- The essay must indicate the shift from being in a comfort zone to the new experience.
- The outcome of the new experience may be positive or negative. **[50]**

1.2 Social Media: A tool for connection or a source of destruction?

- Candidates could argue for or against the topic, or present a mixed response. **[50]**

1.3 'I seek strength, not to be greater than my brother, but to fight my greatest enemy – myself.'

– Native American Proverb

- Credit literal/figurative and/or mixed responses.
- The essay must focus on the entire quotation. **[50]**

1.4 A backpack and a dream

- Credit literal/figurative and/or mixed responses. **[50]**

**1.5 'Some say love, it is a river
That drowns the tender reed
Some say love, it is a razor
That leaves your heart to bleed
But I say love, it is a flower,
And you, its only seed'**

[Song lyrics by Janis Joplin]

- Credit literal/figurative and/or mixed responses.
- Focus should be on the entire quotation.
- Candidates should explore the negative and positive perceptions of love. **[50]**

NOTE: There must be a clear link between the essay and the picture chosen.

1.6 **Signpost**

- Credit literal/figurative and/or mixed responses. [50]

1.7 **A Maze**

- Credit literal/figurative and/or mixed responses. [50]

1.8 **Robot and human**

- Credit literal/figurative and/or mixed responses. [50]

TOTAL SECTION A: 50



SECTION B: TRANSACTIONAL WRITING 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 candidate should express his/her grave concern about the use of drugs by many school children.
- The candidate must also provide a few practical solutions to curb the problem.
- The letter should engage the reader and encourage action.
- Appropriate format must be used.

[25]**2.2 E-MAIL**

- The e-mail should express the pressure that the grade 12 learners experience.
- It must motivate for some subjects to be available to them on the work-at-home basis, for example:
 - Social platforms
 - Online platforms
 - Worksheets
 - Supplementary study material
 - Pre-recorded lessons, etc.
- Format: sender's and recipient's e-mail addresses, subject line, salutation and signing off.

[25]**2.3 INTERVIEW**

- There must be two speakers: an interviewer (chairperson of the RCL) and an interviewee (a young social entrepreneur).
- Candidates should contextualise the interview with an introduction.
- Tone: formal, polite and professional.
- Focus should be on the entrepreneur's work (impact of the recently launched platform), the purpose of the interview and the types of questions asked (motivation, challenges, achievement, advice, future plans, etc.)
- Valid interview format should be used.

[25]

2.4 BOOK REVIEW

- Focus should be on memoirs (an account of one's personal life and experiences) of the well-known public figure.
- Appropriate format must be used. [25]

2.5 OBITUARY

- The candidate must show an understanding of the obituary as opposed to the eulogy.
- Focus should be on the founding member of a non-profit organisation that has made tremendous contributions to the community.
- Tone: formal, factual, objective.
- Appropriate format must be used. [25]

2.6 SPEECH

- The formal speech must focus on educating the audience on good environmental decisions.
- The speech should be convincing/persuasive.
- Appropriate format must be used. [25]

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

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 sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper-level and lower-level division.

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

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	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent, including introduction, body and conclusion	22–24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion	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
	25–27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent, 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



ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

Criteria	Exceptional 14–15	Skilful 11–12	Moderate 8–9	Elementary 5–6	Inadequate 0–3
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	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very 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 -Tone and diction are 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
	Upper level	10	7	4	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	-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 sentences -Exceptionally limited vocabulary	
	Lower level	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 some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional 13–15	Skilful 10–12	Moderate 7–9	Elementary 4–6	Inadequate 0–3
CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 15 MARKS	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus and coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	-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	-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	-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	-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
	15 MARKS	15 MARKS	15 MARKS	15 MARKS	15 MARKS
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context; language use and conventions; Word choice; Punctuation and spelling 10 MARKS	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	-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	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	-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
	10 MARKS	10 MARKS	10 MARKS	10 MARKS	10 MARKS