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Department:
Basic Education

REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2021

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 13 pages.

INSTRUCTIONS AND INFORMATION

These marking guidelines must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

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 topic could be interpreted.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric 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 between 250 and 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 As I reached home ...

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line 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 reflective, the essay should convey the writer's/candidate's reactions and feelings.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]

1.2 We lifted the trophy with pride.

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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, relevant to the topic.

[50]**1.3 Rainy days**

Descriptive/Narrative/Reflective/Argumentative/Discursive

- 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 story line and an interesting ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]

1.4 You are never too old to dream a new dream.

Argumentative/Discursive/Reflective/Narrative/Descriptive

- 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 and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. 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 writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line 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, relevant to the topic.

[50]**1.5 It is the responsibility of every individual to save the environment.**

Argumentative/Discursive/Descriptive/Reflective/Narrative

- 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 and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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 writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line 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, relevant to the topic.

[50]

1.6 **'My best friend is one who brings out the best in me.' – Henry Ford**

Reflective/Narrative/Descriptive/Argumentative/Discursive

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line 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 and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]

1.7 **Interpretation of pictures**

The candidate:

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

1.7.1 **Picture: From birth to old age**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: from birth to old age, the different stages of life, life experiences.
- Figurative interpretations: Life is a journey, life and death, youth versus old age.

[50]

1.7.2 **Picture: Birds in flight**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: birds, migration, nature.
- Figurative interpretations: unity, leadership, emigration.

[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 between 120 and 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 cousin.

- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be friendly and informal.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
- The candidate must encourage his/her cousin to enrol for these lessons.
- The candidate may express his/her opinion about the benefits of enrolling for these music lessons.

[30]

2.2 COVERING LETTER

A letter of application for the position of salesperson.

- Acceptable variations of the format must be allowed.
- The letter must be addressed to the manager of Fashion For You.
- The tone and register of the letter must be formal.
- The letter must include an introduction, a body and a conclusion.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Recipient: The Manager
 - Name of the clothing store
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The content of the letter must match the CV provided.
- The content of the letter may include the following details, **among others**:
 - Position being applied for
 - Relevant personal qualities which make the applicant suitable for the position
 - The date when the applicant will be available to assume the position being applied for
 - An indication that the CV is attached.

[30]

2.3 REVIEW

Film review

- The tone and register should be appropriate for the target audience.
- The content must be suitable for viewing by people of all ages.
- The following information should be included in the review, **among others**:
 - The title of the film
 - A description of plot, main characters and key incidents
 - A judgement or evaluation/rating of the film
- Some of the following may be included:
 - Genre/setting/style/lighting/camera angles
 - Director/Producer of the film
- Accept different formats of the review.

[30]

2.4 SPEECH

A speech to inspire Grade 12 learners.

- 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:
 - An introduction that captures the listener's attention
 - Well-developed points
 - A suitable conclusion.

[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 attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

NOTE:

- Adhere to the length of between 80 and 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

An invitation to a family reunion.

- The response may be in the form of a note, a personal letter or an invitation card.
- The following aspects of format must be included:
 - Date
 - Venue
 - Time
- Type of function should be clear.
- Language may be formal/informal.
- Full sentences are not necessary.
- The following details may be included, **among others**:
 - Name of invitee
 - Dress code
 - RSVP

NOTE: Do not award marks for illustrations or drawings.

[20]

3.2 DIARY ENTRY

The candidate's feelings about being selected to participate in a national choir competition.

- There MUST be ONE diary entry.
- The date/time must be reflected.
- The entry must express the candidate's feelings after hearing about being selected to participate in the choir competition.
- The diary entry must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

[20]**3.3 INSTRUCTIONS**

Instructions on how to take care of an ill grandparent.

The instructions:

- May be in point or paragraph form.
- Must be in a logical sequence.
- Must be written in the imperative.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & 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
		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
	Lower level	14–15 -Tone, register, style and 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 -Very 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 less 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 not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
		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	
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level					
	Lower level					
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 sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay does not sense

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, 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 -Necessary rules of format vaguely applied -Some critical oversights	0–4 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10–12 -Tone, register, style and 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 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

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT	10–12	8–9	6–7	4–5	0–3
<p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p>12 MARKS</p>	<p>-Outstanding response beyond normal expectations</p> <p>-Intelligent and mature ideas</p> <p>-Extensive knowledge of features of the type of text</p> <p>-Writing maintains focus</p> <p>-Coherence in content and ideas</p> <p>-Highly elaborated and all details support the topic</p> <p>-Appropriate and accurate format</p>	<p>-Very good response demonstrating good knowledge of features of the type of text</p> <p>-Maintains focus – no digressions</p> <p>-Coherent in content and ideas, very well elaborated and details support topic</p> <p>-Appropriate format with minor inaccuracies</p>	<p>-Adequate response, demonstrating knowledge of features of the type of text</p> <p>-Not completely focused</p> <p>-Some digressions</p> <p>-Reasonably coherent in content and ideas</p> <p>-Some details support the topic</p> <p>-Generally appropriate format but with some inaccuracies</p>	<p>-Basic response, demonstrating some knowledge of features of the type of text</p> <p>-Some focus but writing digresses</p> <p>-Not always coherent in content and ideas</p> <p>-Few details support the topic</p> <p>-Necessary rules of format vaguely applied</p> <p>-Some critical oversights</p>	<p>-Response reveals no knowledge of features of the type of text</p> <p>-Meaning obscure with major digressions</p> <p>-Not coherent in content and ideas</p> <p>-Very few details support the topic</p> <p>-Necessary rules of format not applied</p>
LANGUAGE, STYLE & EDITING	7–8	5–6	4	3	0–2
<p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>8 MARKS</p>	<p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</p> <p>-Grammatically accurate and well-constructed</p> <p>-Virtually error-free</p>	<p>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</p> <p>-Generally grammatically accurate and well-constructed</p> <p>-Very good vocabulary</p> <p>-Mostly free of errors</p>	<p>-Tone, register, style and vocabulary appropriate to purpose, audience and context</p> <p>-Some grammatical errors</p> <p>-Adequate vocabulary</p> <p>-Errors do not impede meaning</p>	<p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</p> <p>-Inaccurate grammar with numerous errors</p> <p>-Limited vocabulary</p> <p>-Meaning obscured</p>	<p>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</p> <p>-Error-ridden and confused</p> <p>-Vocabulary not suitable for purpose</p> <p>-Meaning seriously impaired</p>