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NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2019

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 12 pages.

NSC – Marking Guidelines

DBE/November 2019

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 candidates' 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 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.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 **2019**

Reflective/Narrative/Descriptive

- 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 a captivating 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.

[50]

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1.2 Finally, there was ...

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and a captivating 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.

[50]

1.3 I realise that I am responsible for my own happiness.

Reflective/Discursive/Argumentative/Descriptive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 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 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 a captivating ending.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

[50]

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1.4 Good fences make good neighbours.

Reflective/Argumentative/Discursive/Narrative

- 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.
- If narrative, the essay must have a strong story line and a captivating ending.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.5 **An amazing person**

Descriptive/Reflective/Narrative

- 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 a captivating ending.

[50]

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1.6 'Whatever the mind can conceive and believe, the mind can achieve' — Dr Ntokozo Hlongwane

Reflective/Argumentative/Discursive/Descriptive/Narrative

- 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.
- 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 a captivating ending.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.7 Interpretation of pictures

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

1.7.1 Picture: A teddy bear

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a toy, a gift, a friend
- Figurative interpretations: love, comfort, joy

[50]

[50]

1.7.2 Picture: A man on a road

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a journey, roads/painting
- Figurative interpretations: destiny, dreams, the journey of life

TOTAL SECTION A: 50

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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 giving information to a friend on places of interest to visit in your province.

- The following aspects of format must be included:
 - Address of sender
 - o Date
 - Greeting/Salutation
 - Suitable ending
- The tone and register of the letter should be friendly and informal.
- The candidate must provide information on places of interest.

[30]

2.2 **SPEECH**

A speech on the importance of reading.

- The speech should be written beginning with a suitable salutation/ greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
 - An introduction that attracts attention
 - Well-developed points

A conclusion

[30]

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2.3 **COVERING LETTER**

Application for the position of caregiver.

- Acceptable variations of format must be allowed.
- The letter should be addressed to the manager of a nursing home for the elderly.
- The tone and register of the letter should be formal.
- The letter should have an introduction, a body and conclusion.
- The following aspects of format must be included:
 - Address of sender
 - o Date
 - Recipient: The Manager
 - Name of the nursing home for the elderly
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The content of the letter must match the CV provided in the question paper.

[30]

2.4 **NEWSPAPER ARTICLE**

An article for a local newspaper providing information on the benefits of social media for teenagers.

- The article must have a suitable heading.
- The article must have clearly defined paragraphs.
- The article must provide information on the benefits of social media for teenagers.
- The style should be personal but not informal, speaking directly to the reader.
- The language may be formal.
- The article should be stimulating to the reader.

[30]

TOTAL SECTION B: 30

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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 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 ENTRIES**

The candidate's feelings before and after the principal's visit.

- There MUST be TWO diary entries with two different dates/times.
- The first entry must express the candidate's feelings before the principal's visit and the second entry must express the candidate's feelings after the principal's visit.
- The diary entries must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

[20]

3.2 INVITATION CARD

An invitation to the drama clubs of neighbouring schools.

- The following aspects of format must be included:
 - o Date
 - Venue
 - o Time
- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: Do not award marks for illustrations.

[20]

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3.3 **INSTRUCTIONS**

Instructions to you on how to choose a suitable wedding venue.

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

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT &		28–30	22–24	16–18	10-12	4-6
PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	-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
		25–27	19–21	13–15	7–9	0–3
	Lower level	-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	-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
LANGUAGE, STYLE &		14–15	11-12	8- 9	5- 6	0 – 3
Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar,	Upper level	-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	-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
spelling		13	10	7	4	
15 MARKS	Lower level	-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		5	4	3	2	0–1
Features of text; Paragraph development and sentence construction 5 MARKS		-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

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

September Sept		SESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT - FIRST ADDITIONAL LANGUAGE [30 MARKS]					
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spelling impaired	Punctuation and			I			
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12 NSC – Marking Guidelines

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING	10–12	8-9	6-7	4-5	0-3
& FORMAT	-Outstanding response	-Very good response	-Adequate response,	-Basic response,	-Response reveals no
	beyond normal	demonstrating good	demonstrating	demonstrating some	knowledge of features
Response and ideas;	expectations	knowledge of features	knowledge of features	knowledge of features	of the type of text
Organisation of ideas;	-Intelligent and mature	of the type of text	of the type of text	of the type of text	-Meaning obscure with
Features/conventions	ideas	-Maintains focus – no	-Not completely focused	-Some focus but writing	major digressions
and context	-Extensive knowledge	digressions	–some digressions	digresses	-Not coherent in content
	of features of the type of	-Coherent in content	-Reasonably coherent	-Not always coherent in	and ideas
12 MARKS	text	and ideas, very well	in content and ideas	content and ideas	-Very few details
	-Writing maintains focus	elaborated and details	-Some details support	-Few details support the	support the topic
	-Coherence in content	support topic	the topic	topic	-Necessary rules of
	and ideas	-Appropriate format with	-Generally appropriate	-Necessary rules of	format not applied
	-Highly elaborated and	minor inaccuracies	format but with some	format vaguely applied	
	all details support the		inaccuracies	-Some critical	
	topic			oversights	
	-Appropriate and				
LANGUAGE GEVUE O	accurate format	5.0	4		2.2
LANGUAGE, STYLE &	7–8	5-6	4	3	0–2
EDITING	-Tone, register, style	-Tone, register, style	-Tone, register, style	-Tone, register, style	-Tone, register, style
Tana maniatan at la	and vocabulary highly	and vocabulary very	and vocabulary	and vocabulary less	and vocabulary do not
Tone, register, style,	appropriate to purpose,	appropriate to purpose,	appropriate to purpose,	appropriate to purpose,	correspond to purpose,
vocabulary appropriate	audience and context	audience and context	audience and context	audience and context	audience and context
		1 0 11		I	
to purpose and context;	-Grammatically	-Generally	-Some grammatical	-Inaccurate grammar	-Error-ridden and
Language use and	accurate and well-	grammatically accurate	errors	with numerous errors	confused
Language use and conventions;	accurate and well- constructed	grammatically accurate and well-constructed	errors -Adequate vocabulary	with numerous errors -Limited vocabulary	confused -Vocabulary not suitable
Language use and conventions; Word choice;	accurate and well-	grammatically accurate and well-constructed -Very good vocabulary	errors -Adequate vocabulary -Errors do not impede	with numerous errors	confused -Vocabulary not suitable for purpose
Language use and conventions; Word choice; Punctuation and	accurate and well- constructed	grammatically accurate and well-constructed	errors -Adequate vocabulary	with numerous errors -Limited vocabulary	confused -Vocabulary not suitable for purpose -Meaning seriously
Language use and conventions; Word choice;	accurate and well- constructed	grammatically accurate and well-constructed -Very good vocabulary	errors -Adequate vocabulary -Errors do not impede	with numerous errors -Limited vocabulary	confused -Vocabulary not suitable for purpose
Language use and conventions; Word choice; Punctuation and	accurate and well- constructed	grammatically accurate and well-constructed -Very good vocabulary	errors -Adequate vocabulary -Errors do not impede	with numerous errors -Limited vocabulary	confused -Vocabulary not suitable for purpose -Meaning seriously