



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2020

**ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 10 pages.

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.

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

Refer to SECTION A: Rubric for Assessing an Essay found on page 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 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 350–400 words (approximately 2 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 'Sometimes, the things we can't change, end up changing us.'**[Unknown]**

- Reflective/descriptive/narrative/argumentative/discursive
- Argumentative or discursive could focus on validity of the statement
- Could focus on personal account of change.

[50]**1.2 Unapologetic**

- Narrative/reflective
- Candidates may reflect on: something for which they will not apologise or compromise about themselves.

[50]**1.3 'If only our tongues were made of glass: how much more careful we would be when we speak.'****[Unknown]**

- Narrative/argumentative/discursive/reflective
- Candidates should demonstrate understanding of thinking before speaking or the dangers of speaking without thinking.
- This may be discussed or an anecdote may be presented to demonstrate this.
- Could reflect the damage done by our words or freedom of speech.

[50]**1.4 '... jealous, ... happy without me.'****[Labyrinth]**

- Narrative/reflective/descriptive
- Candidates may reflect on lost love (relationship) or death of someone.

[50]

1.5 'There is no such thing as Freedom.'**[L.M. Montgomery]**

- Argumentative/discursive/narrative/reflective
- Candidates may agree or disagree with statement.
- Can reflect on any freedom: Freedom of association, freedom of speech ... **[50]**

1.6 1.6.1 Hand holding picture frame

- Narrative/reflective/descriptive
- Could reflect on a journey.
- The ability to see the 'bigger picture'
- To eliminate 'noise' and focus on the positive. **[50]**

1.6.2 Camera/Photography

- Narrative/reflective/descriptive
- Focus on seeing things through the lens – focus/block out noise/capture a moment.
- Candidates could focus on being in front of or behind the camera. **[50]**

1.6.3 Courage/Scrabble board

- Narrative/reflective/descriptive/argumentative/discursive
- Can focus on the words on the board
- Discuss 'courage' being the solution to the other words on the board.
- Provide anecdote when 'courage' was needed to overcome 'worry'.
- Or more literally – discuss board games, playing board games as a pass-time. **[50]**

TOTAL SECTION A: 50

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

- Must be addressed to Mr Madonsela.
- Language must be formal displaying gratitude.
- Could reflect on personal experience of need of essential services in hospital

[25]**2.2 FORMAL REPORT**

- Report should focus on viability of home-schooling supported by conventional school system.
- Positives and negatives can be discussed.
- Formal language
- Follow correct criteria of a report: To, Subject heading, Terms of reference, procedure, findings, conclusion, recommendations, signed and dated

[25]**2.3 LETTER TO THE EDITOR**

- Consider responses that agree and those that disagree with the statement.
- Candidates should focus on the positive or negatives aspects of being isolated in lockdown.
- Register should be formal, sincere and reflective.
- Opinion must show consistency.

[25]**2.4 OBITUARY**

- Formal language
- Factual details of deceased's life
- How the icon died
- Reference to his/her musical legacy
- Can mention type of music he/she was involved in
- By whom the icon is survived

[25]**2.5 INTERVIEW**

- Candidate should present an argument regarding a First Additional Language at secondary school
- Learners may offer alternate languages to be included in curriculum
- Formal register and tone

[25]

2.6 REVIEW

- Must state title of book, fulfil criteria for a review. i.e. name of characters (Sportsman or Sportswoman), author (should be same – autobiography) genre, basic plot without giving away too much detail – outlines sport they participate in, challenges and successes they have faced, where book is available, release date, publisher
- Must express opinion on book – encouraging or discouraging public to read it
- Can have a star rating

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

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 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

LANGUAGE, STYLE AND EDITING	Upper level	14–15	11–12	8–9	5–6	0–3
		<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Very basic use of language - Diction is inappropriate - Very limited vocabulary 	<ul style="list-style-type: none"> - Language incomprehensible - Tone, register, style and vocabulary not appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
STRUCTURE	Lower level	13	10	7	4	0–1
		<ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary 	
15 MARKS		5	4	3	2	
		<ul style="list-style-type: none"> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed 	<ul style="list-style-type: none"> - Logical development of details. - Coherent - Sentences, paragraphs logical, varied 	<ul style="list-style-type: none"> - Relevant details developed. - Sentences, paragraphs well-constructed - Essay still makes sense 	<ul style="list-style-type: none"> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws 	<ul style="list-style-type: none"> - Necessary points lacking. - Sentences and paragraphs faulty
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

SECTION B: ASSESSMENT RUBRIC FOR 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 	7–9 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free 	7–8 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning 	3–4 <ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured. 	0–2 <ul style="list-style-type: none"> - 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