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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 11

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2018

MARKING GUIDELINES

These marking guidelines consist of 11 pages.

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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 200–250 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 **I would not want to live anywhere else!**

Descriptive/Narrative/Reflective

- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- If reflective, the essay should convey emotional reactions and feelings the writer has experienced.

NOTE: A candidate may write any other type of essay or an essay which contains elements of more than one type. **[50]**

1.2 **A day without rules**

Reflective/Descriptive/Narrative

- If reflective, the candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.

NOTE: A candidate may write any other type of essay or an essay which contains elements of more than one type. **[50]**

1.3 **Now I realise that those were indeed wise words.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.

NOTE: A candidate may write any other type of essay or an essay which contains elements of more than one type. **[50]**

1.4 **The courtroom was silent as we waited for the judge's decision.**

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- 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 emotional reactions and feelings the writer has experienced.

NOTE: A candidate may write any other type of essay or an essay which contains elements of more than one type. **[50]**

1.5 **In today's world, there is no such thing as a man's work or a woman's work.**

Discursive/Argumentative/Reflective

- If discursive, the arguments for and against must be well-balanced and clearly presented 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 reflective, the essay should convey emotional reactions and feelings the writer has experienced.

NOTE: A candidate may write any other type of essay or an essay which contains elements of more than one type. **[50]**

1.6 **'It sometimes falls upon a generation to be great. You can be that great generation.'** – **Nelson Mandela**

Discursive/Argumentative/Reflective/Narrative/Descriptive

- If discursive, the arguments for and against must be well-balanced and clearly presented 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 reflective, the essay should convey emotional reactions and feelings the writer has experienced.
- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- If descriptive, the candidate should create a picture in words, trying to use 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]**

1.7 **Interpretation of pictures**

The candidate

- should give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay, provided it is in direct relation to the picture chosen.
- may write in any appropriate tense.

1.7.1 Picture: **Earth**

- Literal interpretations: destruction of Earth/ the planet by man; abuse of natural resources
- Figurative interpretations: selfishness, greed, killing the world. **[50]**

1.7.2 Picture: **Two boys**

- Literal interpretations: going to school, friendship,
- Figurative interpretations: unity, education, brotherhood. **[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 120–150 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 favourite teacher.

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone and register of the letter should be friendly and informal. **[30]**

2.2 INTERVIEW

An interview between a principal and a learner.

- A context must be provided at the beginning of the interview.
- The interview must be between the principal and a learner.
- The tone must be formal.
- The learner must give the principal an overview of the fundraising project.
- The following aspects of the interview format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon used after the name of the character who is speaking.
  - A new line used to indicate each new speaker.
  - Where necessary, actions must be given in brackets before the words are spoken. **[30]**

2.3 MAGAZINE ARTICLE

Article on holiday activities for the youth.

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The article must provide suggestions to the reader on activities that the youth can be involved in during their December holiday.
- The style should be personal, speaking directly to the reader.
- The language may be formal/informal. **[30]**

2.4 FORMAL REPORT

Report to police about house burglary

- The report must:
  - have a subject line.
  - be addressed to the investigation police officer.
  - clearly indicate who the sender is.
  - make reference to a house burglary.
  - have logically arranged details.
- The tone of the report must be formal and polite. **[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 80–100 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 **POSTER**

Poster on road safety

- The following aspects should be included in the poster, **among others:**
  - Eye-catching headline or slogan
  - Catchy words and phrases should be used.
  - Sufficient details on road safety measures.
- The language may be formal or informal but not slang or colloquial.

NOTE: Do not award marks for illustrations. **[20]**

3.2 **DIARY ENTRIES**

The learner's feelings BEFORE and after the shopping trip.

- There MUST be TWO diary entries with two different dates/times.
- One entry must express the learner's feelings before the shopping trip and the other after the shopping trip.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect emotions suited to the topic. **[20]**

3.3 **INSTRUCTIONS**

How the learner should prepare his/her lunch for school.

- The instructions may be in point or paragraph form.
- Instructions must be in a logical sequence.
- The instructions should say how lunch must be prepared. **[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
	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	**0–3** -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
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**	**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
	Lower level	**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	
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
MARK RANGE	**25–30**	**19–23**	**14–17**	**9–12**	**0–7**

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context **12 MARKS**	**10–12**	**8-9**	**6-7**	**4-5**	**0-3**
	-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	-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 -Necessary rules of format vaguely applied -Some critical oversights	-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, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling **8 MARKS**	**7–8**	**5-6**	**4**	**3**	**0–2**
	-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
MARK RANGE	**17–20**	**13–15**	**10–11**	**7–8**	**0–5**

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