



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 11 pages.

Examiner: *PAMEL*
28/10/2017

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.
- Read up to the word count as given in the instruction.
- 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: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 That memory will remain with me forever.

- Narrative/Descriptive/Reflective
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
 - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

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

[50]

1.2 Sometimes dreams become a reality.

- Descriptive/Narrative/Reflective
- The following must be considered:
 - If descriptive, there must be a vivid literal or figurative description of dreams. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

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

[50]**1.3 Write a story that includes the following words:
If only ...**

NOTE: The words given in the topic **MUST** be included somewhere in the essay.

- Narrative/Descriptive/Reflective
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to the realisation of 'If only ...' There must be a logical sequence of tense. The essay is usually written in the past tense.
 - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

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

[50]

1.4 South Africa – a land of cultural diversity

- Descriptive/Narrative/Reflective/Discursive
- The following must be considered:
 - If descriptive, there must be a vivid literal or figurative description. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
 - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

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

[50]**1.5 Reality television programmes have a positive impact on the youth. Do you agree?**

- Argumentative/Discursive
- The following must be considered:
 - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/motivation/argument for the position taken. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
 - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

[50]**1.6 Teenagers should play a more active role in caring for the environment. Discuss this statement.**

- Discursive/Descriptive/Reflective/Narrative
- The following must be considered:
 - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.
 - If descriptive, there must be a vivid literal or figurative description of the role that teenagers should play in caring for the environment. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.

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
- Literal interpretations: e.g. use of cellphones/texting/social media, etc.
 - Figurative interpretations: e.g. evolving relationships/anti-social behaviour/addiction, etc.

[50]

- 1.7.2
- Literal interpretations: e.g. climbing a ladder/playing games, etc.
 - Figurative interpretations: e.g. aspirations/the power of imagination/escape from reality, etc.

[50]**TOTAL SECTION A: 50**

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- 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: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 FORMAL LETTER

- The letter should be addressed to a businessman.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Address of recipient
 - Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender

[30]**2.2 OBITUARY**

- The tone must be formal.
- The following aspects of format must be included:
 - Full name of the deceased
 - Date of birth
 - Date of death
 - Birthplace
 - Where the person was living at the time of death
 - Key survivors (spouse, children) and their names
 - Date, time and place of funeral
- The following information may be included:
 - Cause of death
 - Biographical information
- A tribute must be paid to the deceased.

[30]

2.3 BOOK REVIEW

- The review must include the following:
 - The title of the book
 - The name of the author
- The review must contain a brief discussion of:
 - Setting
 - Characterisation
 - Style of writing
 - Plot: outline of the story
- Judgement and recommendation

[30]**2.4 INFORMAL SPEECH**

- The tone should be informal.
- The introduction of the speech should attract attention.
- The content of the speech should be well-developed.
- The conclusion is important.

[30]**TOTAL SECTION B: 30**

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- 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: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 FLYER

- The following information should be included in the flyer, among others:
 - eye-catching headline or slogan
 - catchy words and phrases should be used.
 - sufficient details of the event (e.g. date, venue, time and entrance fees).
 - contact details.
- The language may be formal or informal but not slang or colloquial.

NOTE: Do not award marks for illustrations.

[20]**3.2 DIARY ENTRIES**

- There **MUST** be TWO diary entries.
- Each entry must be dated.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must be personal and should reflect suitable emotions.

[20]**3.3 DIRECTIONS**

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks.
- No marks are awarded for sketches or maps.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

Criteria	Exceptional 28–30	Skilful 22–24	Moderate 16–18	Elementary 10–12	Inadequate 4–6	
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	<ul style="list-style-type: none"> -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending 	<ul style="list-style-type: none"> -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence 	
	Lower level	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion 	<ul style="list-style-type: none"> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion 	<ul style="list-style-type: none"> -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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 	<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 -Tone and diction are 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
	Lower level	<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 	<ul style="list-style-type: none"> -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		<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 some sense 	<ul style="list-style-type: none"> -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense 	

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

Criteria	Exceptional 15–18	Skilful 11-14	Moderate 8-10	Elementary 5-7	Inadequate 0–4
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 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 -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, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 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

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

Criteria	Exceptional 10–12	Skilful 8-9	Moderate 6-7	Elementary 4-5	Inadequate 0-3
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	<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 and coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format 	<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 	<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 	<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 -Necessary rules of format vaguely applied -Some critical oversights 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free 	<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 	<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 	<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 obscured 	<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 impaired