



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2018

MARKS: 100

TIME: 2½ hours

This question paper consists of 6 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE SECTIONS:

| | |
|---------------------------------------|------|
| SECTION A: Essay | (50) |
| SECTION B: Longer Transactional Text | (30) |
| SECTION C: Shorter Transactional Text | (20) |
2. Answer ONE question from EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:
 - 80 minutes on SECTION A
 - 40 minutes on SECTION B
 - 30 minutes on SECTION C
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading.
10. Do NOT consider the title/heading when doing a word count.
11. Write neatly and legibly.

SECTION A: ESSAY**QUESTION 1**

- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, for example 1.1 An escape.
- Give your own title if your choice is QUESTION 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

- 1.1 An escape [50]
- 1.2 We have been friends since Grade 1. [50]
- 1.3 The home in which I grew up [50]
- 1.4 'Life is really simple, but we insist on making it complicated.' – Confucius
Discuss this statement. [50]
- 1.5 We are responsible for what future generations will inherit from us. [50]
- 1.6 Freedom of speech is both a right and a responsibility.
Do you agree? [50]
- 1.7 Choose ONE of the pictures below and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: www.google.com]

[50]

1.7.2



[Source: www.dreamstime.com]

[50]

TOTAL SECTION A:

50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2**

- Respond to ONE of the following transactional writing texts.
- The body of your response should be between 120 and 150 words in length. Write down the NUMBER and the HEADING of the text you have chosen, for example 2.1 FRIENDLY LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

2.1 FRIENDLY LETTER

Your friend has won a gold medal at a provincial sports tournament. Write a letter to congratulate him/her on the achievement.

[30]**2.2 LETTER OF APPLICATION**

A production company is filming a new television series in your area. The company has placed an advertisement for the position of a general assistant in the local newspaper.

Write a letter of application to the production manager applying for this position.

[30]**2.3 INFORMAL REPORT**

As a volunteer at an orphanage, you organised a project to collect food items for the children. The director of the orphanage has asked you to submit an informal report at the end of this project.

Write out the report.

[30]**2.4 INTERVIEW**

Your grandmother is very ill and requires home-based care. She has asked you to conduct an interview with a private nurse for the position of a caregiver.

Write out the interview that takes place between you and the private nurse.

NOTE: Use the dialogue format.

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

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3**

- Choose ONE of the following topics and write a short text.
- The body of your response should be between 80 and 100 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, for example 3.1 INVITATION CARD.
- Spend approximately 30 minutes on this section.

3.1 INVITATION CARD

Your friend will soon be moving to another province to study. You wish to organise a farewell party for him/her.

Write out the content of the invitation card that you will send to his/her friends.

NOTE: Do NOT include illustrations or drawings. **[20]**

3.2 DIARY ENTRIES

You have just started a new casual job.

Write TWO diary entries. The first entry must indicate how you felt before you went to work and the second entry must express how you felt after your first day at work. **[20]**

3.3 DIRECTIONS

You are in a shopping centre and a passer-by asks you for directions to the local post office. Give him/her directions from the shopping centre to the post office.

You must include landmarks, distances and specific directions in your response.

NOTE: Do NOT include sketches or maps. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100



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FEBRUARY/MARCH 2018

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 11 pages.

INSTRUCTIONS AND INFORMATION

This memorandum 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 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 An escape

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending. The essay is usually written in the past tense.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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]

1.2 We have been friends since Grade 1

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending. This topic lends itself to the possibility of being written in both the past tense and the present tense.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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 The home in which I grew up**

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 emotional reactions and feelings the candidate experiences/experienced.
- If narrative, the essay must have a strong story line and an interesting ending. 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]**1.4 'Life is really simple, but we insist on making it complicated.' – Confucius****Discuss this statement.**

Discursive/Narrative/Reflective/Descriptive/Argumentative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. Supporting evidence must be provided for arguments given. 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 an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer 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.

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

[50]

1.5 We are responsible for what future generations will inherit from us

Argumentative/Reflective/Discursive

- 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 candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. Supporting evidence must be provided for arguments given. 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.

[50]**1.6 Freedom of speech is both a right and a responsibility. Do you agree?**

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. Supporting evidence must be provided for arguments given. The candidate may come to a particular conclusion at the end of the essay which should include recommendations.

[50]

1.7 Interpretation of pictures

Narrative/Descriptive/Reflective/Argumentative/Discursive

- 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: Tap

- Literal interpretations: the importance of water in our lives, lack of service delivery, access to water.
- Figurative interpretations: drought, water conservation.

1.7.2 Picture: An athlete

- Literal interpretations: sport, talents, competition.
- Figurative interpretations: rat-race, competing to be the best, taking up challenges.

[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 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 of congratulations

- 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 express his/her congratulations to the friend. **[30]**

2.2 LETTER OF APPLICATION

Application for the position of general assistant

- Acceptable variations of format must be allowed.
- The letter should be addressed to the production manager.
- 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
 - Date
 - Recipient: The Production Manager

- Name of the production company
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender
- The purpose of the letter must be clear. **[30]**

2.3 **INFORMAL REPORT**

A report on a project

- The report must have:
 - A topic
 - A recipient
 - A sender
- The report must be written using an informal format but formal language.
- Slang or colloquial language is NOT acceptable. **[30]**
- Information about the project must be included.

2.4 **INTERVIEW**

Interview with a private nurse

- A context must be provided at the beginning of the interview.
- The dialogue must be between yourself and the nurse.
- The tone and register should be appropriate to the person being interviewed.
- The questions must be probing and to the point.
- The names of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker. **[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 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 INVITATION CARD

Invitation to a farewell dinner

- The invitation must include the following aspects:
 - Date, venue and time
 - Type of function
- Language should be suited to the context.
- Full sentences are not necessary.
- No marks should be awarded for illustrations.

[20]**3.2 DIARY ENTRIES**

The candidate's feelings before and after his/her first day at work.

- There MUST be TWO diary entries with two different dates/times.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

[20]**3.3 DIRECTIONS**

Directions from the shopping centre to the local post office

- 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 | Skilful | Moderate | Elementary | Inadequate |
|---|--|--|---|---|--|
| CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS | 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 |
| LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS | 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 | |
| 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 lacks 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 Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS | 10–12 -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 | 8-9 -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 | 6-7 -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 | 4-5 -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 | 0-3 -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 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free | 5-6 -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 | 4 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning | 3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured | 0–2 -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 |