



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**2016**

**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. Write down the title/heading of each response. Give your own title/heading if one has not been provided.
10. The title/heading must NOT be included 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 correctly, for example 1.1 My entire future lay in that sealed envelope.
- Give your own title if your choice is QUESTION 1.2, 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

1.1 My entire future lay in that sealed envelope. [50]

1.2 Write an essay that includes the following words:  
We could not stand each other when we met, but now ... [50]

1.3 How I reached my most difficult goals. [50]

1.4 It was picture perfect. [50]

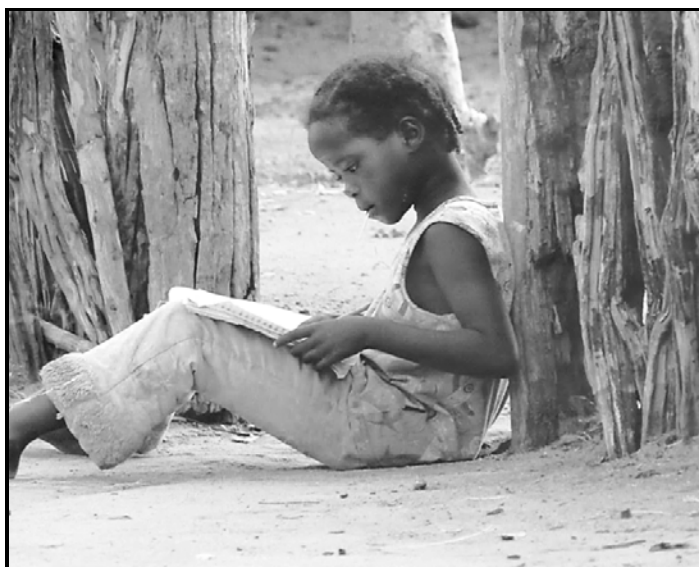
1.5 Problems can arise if one generation fails to understand the other. [50]

1.6 What you wear reflects who you are. [50]

1.7 Choose ONE of the pictures 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: Skyways, June 2015]

[50]

1.7.2



[Source: Google Images]

**[50]**

**TOTAL SECTION A:**

**50**

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

- Respond to ONE of the following transactional writing tasks.
- 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 FORMAL LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

**2.1 FORMAL LETTER**

You have been experiencing problems with your cell phone which you recently purchased.

Write a letter of complaint to the manager of the store from which you bought the cell phone.

**[30]****2.2 OBITUARY**

A close colleague has passed away suddenly. His or her family has asked you to write an obituary paying tribute to him or her.

**[30]****2.3 REVIEW**

You are the owner of a store that hires out films/DVDs. You provide reviews of films to assist your customers in their selection.

Write a review of a recently released film/DVD that is suitable for family viewing.

**[30]****2.4 SPEECH**

Your best friend will be getting married soon and you have been invited to speak at the wedding.

Write out the speech that you will deliver at the wedding.

**[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 ADVERTISEMENT.
- Spend approximately 30 minutes on this section.

**3.1 ADVERTISEMENT**

You have just completed your studies and have decided to place an advertisement in a local newspaper to seek employment. Write out the content of your advertisement.

**NOTE:** Do NOT include illustrations or drawings.

**[20]****3.2 DIARY ENTRIES**

Your close friend has left you feeling disappointed about something. You have decided to discuss the matter with him or her.

Write out TWO diary entries expressing your feelings before and after your discussion with your friend.

**[20]****3.3 INSTRUCTIONS**

You are a volunteer at your local library. The librarian has reported that some learners do not behave well when visiting the library. He or she has asked you to write out a set of instructions on how to behave when using the library.

Write out the instructions.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**



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## **SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**2016**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists 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 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 My entire future lay in that sealed envelope.**

Narrative/Reflective/Descriptive

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

**[50]****1.2 Write an essay that includes the following words:**

**We could not stand each other when we met but now ...**

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

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past and the present tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

**[50]**

**1.3 How I reached my most difficult goals.**

Reflective/Descriptive/Narrative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the writer 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, usually written in the past tense. The essay must have an interesting ending.

**[50]****1.4 It was picture perfect.**

Descriptive/Reflective/ Narrative

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.

**[50]****1.5 Problems can arise if one generation fails to understand the other.**

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 writer must still take a stance for or against the topic.
- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

**[50]****1.6 What you wear reflects who you are.**

Discursive/Argumentative

- The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- 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.

**[50]**

**1.7 Interpretation of pictures**

- 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 should give the essay a suitable title.
- The candidate may write in any appropriate tense.

**1.7.1 Picture: A girl reading a book**

- Literal interpretations: importance of reading, literacy, children's education.
- Figurative interpretations: liberation, hope, escaping into a world of your own.

**1.7.2 Picture: Roads**

- Literal interpretations: road construction, scenery, road transport, how development impacts on nature.
- Figurative interpretations: career choices, making difficult decisions, road less travelled.

**[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:** No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 FORMAL LETTER**

A letter of complaint

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient: The Manager
  - Name of the store
  - Address of recipient
  - Greeting/Salutation
  - Topic line
  - Suitable ending
  - Signature and name of sender
- The tone and register of the letter should be formal.
- The candidate must give details of the complaint.
- The expectations of the writer must be clear.

**[30]**

**2.2 OBITUARY**

A close colleague has passed away suddenly.

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

**[30]**

**2.3 REVIEW**

Film/DVD review

- The tone and register should be appropriate for the target audience.
- The content must be suitable for family viewing.
- The following information should be included in the review, among others:
  - The title of the film/DVD
  - A description of plot, main characters and key incidents
  - A judgment or evaluation/rating of the film/DVD
- Some of the following may be included:
  - Genre/setting/plot/style/lighting/camera angles
  - Director/producer of the film/DVD
- Accept different formats of the review. **[30]**

**2.4 SPEECH**

Speech at a wedding

- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
  - Purpose
  - Audience
- The introduction must attract attention.
- Points must be developed well.
- A conclusion must be included. **[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:** No additional penalties may be imposed as any deviations are addressed by the rubric.

**3.1 ADVERTISEMENT**

Seeking employment

- The advertisement should:
  - Have a catchy headline to attract the attention of the reader
  - Have the following details: qualifications, experience and contact details
  - Create interest and desire in the service
  - Inspire action
- The target market should be clear.
- 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 candidate's feelings before and after a discussion with the friend.

- There **MUST** be TWO diary entries with two different dates.
- The entries should express the candidate's feelings before and after the discussion with the friend.
- 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 **INSTRUCTIONS**

Appropriate behaviour in a library

- The instructions may be in point or paragraph form.
- The candidate must mention the context of the library in the heading.
- Instructions must be in a logical sequence.
- The instructions should say how one has to behave appropriately in a library.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

**SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	<b>28–30</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</b>
		-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 organisation and incoherent
	Lower level	<b>25–27</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</b>
		-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
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	Upper level	<b>14–15</b>	<b>11–12</b>	<b>8–9</b>	<b>5–6</b>	<b>0–3</b>
		-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 not 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 less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	<b>13</b>	<b>10</b>	<b>7</b>	<b>4</b>	
		-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	
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction  <b>5 MARKS</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0–1</b>
		-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
<b>MARK RANGE</b>		<b>43–50</b>	<b>33–40</b>	<b>23–30</b>	<b>13–20</b>	<b>0–10</b>

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  -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	<b>11–14</b>  -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	<b>8–10</b>  -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	<b>5–7</b>  -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	<b>0–4</b>  -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
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	<b>8–9</b>  -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	<b>6–7</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>4–5</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–3</b>  -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
<b>MARK RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

**SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b> -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	<b>8–9</b> -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	<b>6–7</b> -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	<b>4–5</b> -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	<b>0–3</b> -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
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	<b>5–6</b> -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	<b>4</b> -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3</b> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b> -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
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>