



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2019

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, e.g. 1.1 It was too late for tears.
- 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 It was too late for tears. [50]
- 1.2 A true legend [50]
- 1.3 Explore, experience, conquer! [50]
- 1.4 'Show respect, even to people who do not deserve it, not as a reflection of their character, but as a reflection of yours.' – Anonymous [50]
- 1.5 'True friendship forever' only happens in the movies. [50]
- 1.6 Facing the truth [50]
- 1.7 Choose ONE of the following 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: *Taxtalk*, April 2018]

[50]

1.7.2



[Source: *Eastern Cape Business*, 2017]

[50]

TOTAL SECTION A: 50

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

- Respond to ONE of the following longer 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, e.g. 2.1 LETTER TO THE PRESS.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

2.1 LETTER TO THE PRESS

You visit a family member in hospital. The conditions at the hospital are shocking.

Write a letter to the editor of your local newspaper, expressing your views about this matter. Also suggest ways in which conditions at this hospital can be improved.

[30]**2.2 OBITUARY**

Your neighbour has passed away after a long illness. As a close friend of the family, you have been asked to write an obituary paying tribute to him/her.

Write the obituary.

[30]**2.3 REPORT**

You are the supervisor of a group of workers. One of the workers has been absent for more than two weeks. Your manager has asked you to write a report giving reasons for his/her absenteeism.

Write the report.

[30]**2.4 SPEECH**

You have achieved success in your life. The principal of your former school has invited you to address learners at an assembly to motivate them to strive for success.

Write the speech that you will deliver.

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

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

- Choose ONE of the following topics and write a shorter transactional 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, e.g. 3.1 INVITATION CARD.
- Spend approximately 30 minutes on this section.

3.1 INVITATION CARD

Your brother/sister will be getting married soon. He/She has asked you to write the content of the wedding invitation card.

Write the content of the invitation card.

NOTE: Do NOT include illustrations or drawings.

[20]**3.2 DIARY ENTRIES**

You have decided to donate blankets to a shelter for the homeless. You personally deliver the blankets to the shelter.

Write TWO diary entries. The first entry must indicate how you felt when you arrived at the shelter for the homeless and the second entry must express how you felt when you left the shelter.

[20]**3.3 INSTRUCTIONS**

You have been following a programme that promotes a healthy lifestyle. Your friend has asked you to provide him/her with a set of instructions on how to lead a healthy lifestyle.

Write the instructions.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2019

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 11 pages.

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 250 and 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 It was too late for tears.

Narrative/Reflective/Descriptive

- 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 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/any other essay type, relevant to the topic.

[50]

1.2 A true legend

Narrative/Reflective/Descriptive

- 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 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/any other essay type, relevant to the topic.

[50]

1.3 Explore, experience, conquer!

Reflective/Narrative/Descriptive

- 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.
- 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/any other essay type, relevant to the topic.

[50]

1.4 'Show respect, even to people who do not deserve it, not as a reflection of their character, but as a reflection of yours' – Anonymous.

Argumentative/Discursive/Reflective/Narrative

- 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 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. 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 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.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]

1.5 'True friendship forever' only happens in the movies.

Argumentative/Discursive/Reflective/Narrative

- 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 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. 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 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.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]**1.6 Facing the truth**

Narrative/Descriptive/Reflective/ Discursive/Argumentative

- If narrative, the essay must have a strong story line and an interesting ending.
- 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 discursive, the arguments for and against must be well-balanced and clearly analysed 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 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/any other essay type, relevant to the topic.

[50]

1.7 Interpretation of pictures

- The candidate should give the essay a suitable title.
- The candidate may interpret the pictures in any relevant way.
- The candidate may choose to write any type of essay, relevant to the topic.
- The interpretation must be linked to the picture.
- The candidate may write in any appropriate tense.

1.7.1 Picture: Knotted rope

- Literal interpretations: Contexts in which such a rope can be used for tying, binding.
- Figurative interpretations: trapped, complications, no way out, captivity, a sign of infinity.

[50]**1.7.2 Picture: A woman and a boy at a water tap**

- Literal interpretations: life in a rural area, poverty, the importance/scarcity of water.
- Figurative interpretations: memorable experiences, harmonious relationships, the role of women, the joys of childhood.

[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 and 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 LETTER TO THE PRESS

A letter to the editor about the shocking state of the hospital.

- Allow for acceptable variations in the format e.g. addresses.
- The letter should be addressed to the editor of a newspaper.
- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter must be formal.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Recipient (The editor)
 - Address of newspaper
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender
- The following information should be included in the letter, **among others**:
 - Details of the visit to the hospital
 - Expression of views and feelings about the state of the hospital
 - Suggestions about ways in which conditions at this hospital can be improved.

[30]

2.2 OBITUARY

A neighbour recently passed away.

- 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:
 - Biographical information
 - Cause of death.
- The obituary must pay tribute to the deceased. **[30]**

2.3 REPORT

A report on absenteeism

- The report must include:
 - A topic
 - A recipient
 - A sender
- Reasons for his/her absenteeism **[30]**

2.4 SPEECH

Speech at a school assembly

- 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:
 - an introduction that captures the listener's attention
 - well-developed points
 - a suitable conclusion. **[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 and 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

An invitation to a wedding.

- The invitation must include the following aspects:
 - Date, venue and time
 - Type of function
- The following may be included:
 - Dress code
 - RSVP
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: Do not award marks for illustrations or drawings.

[20]

3.2 DIARY ENTRIES

The candidate's feelings WHEN arriving at the shelter for the homeless and AFTER leaving the shelter.

- There MUST be TWO diary entries with two different times/dates.
- The entries should express the candidate's feelings upon arrival and after their visit to the shelter for the homeless.
- 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

Instructions on how to lead a healthy lifestyle

- The instructions may be in point or paragraph form.
- Instructions must be in a logical sequence.

NOTE: Do not award marks for illustrations or drawings.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

SC/NSC – Marking Guidelines

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	22–24	16–18	10–12	4–6
		-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 -Unorganised and incoherent
	Lower level	25–27	19–21	13–15	7–9	0–3
		-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
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	11–12	8–9	5–6	0–3
		-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 less 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 not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13	10	7	4	
		-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	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5	4	3	2	0–1
		-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 does not sense

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>18 MARKS</p>	<p>15–18</p> <p>-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</p>	<p>11–14</p> <p>-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</p>	<p>8–10</p> <p>-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</p>	<p>5–7</p> <p>-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</p>	<p>0–4</p> <p>-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</p>
<p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>12 MARKS</p>	<p>10–12</p> <p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free</p>	<p>8–9</p> <p>-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</p>	<p>6–7</p> <p>-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning</p>	<p>4–5</p> <p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured</p>	<p>0–3</p> <p>-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</p>
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	10–12	8–9	6–7	4–5	0–3
Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	-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	7–8	5–6	4	3	0–2
Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 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
MARK RANGE	17–20	13–15	10–11	7–8	0–5