



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2021

MARKS: 100

TIME: 2½ hours

This question paper consists of 7 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 and handed in. 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, where required.
10. Do NOT consider the title/heading when doing a word count.
11. Write neatly and legibly.

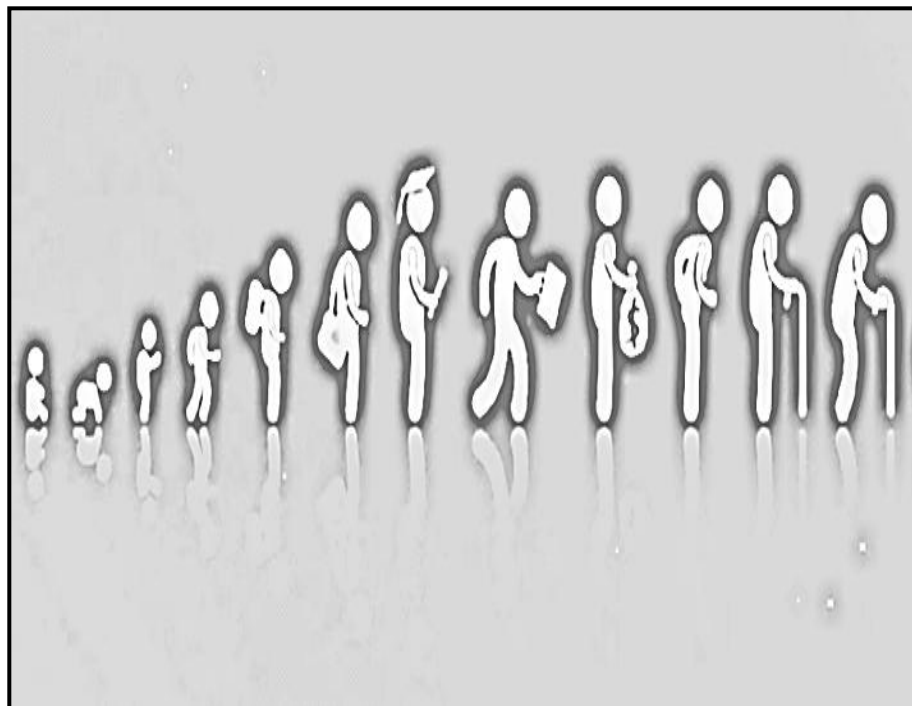
SECTION A: ESSAY**QUESTION 1**

- 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 As I reached home ...
- 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 As I reached home ... [50]
- 1.2 We lifted the trophy with pride. [50]
- 1.3 Rainy days [50]
- 1.4 You are never too old to dream a new dream. [50]
- 1.5 It is the responsibility of every individual to save the environment. [50]
- 1.6 'My best friend is one who brings out the best in me.' – Henry Ford [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: www.pinterest.com]

[50]

1.7.2



[Source: www.google.com]

[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 FRIENDLY LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

2.1 FRIENDLY LETTER

A local musician is offering free music lessons to those who are interested. You would like to encourage your cousin to enrol for these lessons.

Write a letter to your cousin asking him/her to enrol for these music lessons.

[30]**2.2 COVERING LETTER**

Unesu Smith wants to apply for the position of salesperson at a clothing store called Fashion For You.

The following is an extract from Unesu's Curriculum Vitae (CV).

CURRICULUM VITAE OF UNESU SMITH	
PERSONAL DETAILS	
Name	: Unesu Smith
Date of birth	: 18 July 2000
Nationality	: South African
ID Number	: 000718 0673 090
FORMAL QUALIFICATIONS	
Name of institution	: Jacaranda Secondary School
Highest qualification obtained	: Grade 12
Year of completion	: 2019
WORK EXPERIENCE	
Name of employer	: Trendy Fashions
Date of employment	: 10/11/2019 to 10/12/2019
Position	: Casual Sales Assistant
Reason for leaving	: Contract ended
HOBBIES AND INTERESTS	
Reading fashion magazines	
Designing clothes	

Using the format of a formal letter and the information in the CV, write the covering letter Unesu will send with his/her application.

[30]

2.3 REVIEW

You write monthly film reviews for a community newspaper. You have been receiving requests from readers to review a film that is suitable for all age groups to watch.

Write the film review.

[30]**2.4 SPEECH**

You are a successful business person. The principal of your former school has invited you to deliver an inspirational speech to Grade 12 learners about your 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

You have decided to organise a reunion for your family members who live in different parts of the country. Write out an invitation card that you will send to your family members.

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

3.2 DIARY ENTRY

You are a member of a local choir. You have been informed that the choir has been selected to participate in a national choir competition.

Write ONE diary entry expressing your feelings AFTER hearing the news that your choir will participate in the national competition. **[20]**

3.3 INSTRUCTIONS

Your grandparent is ill and you have been taking care of him/her. You have to attend a function in another town. Your neighbour has agreed to take care of your grandparent while you are away for two days.

Write down a set of instructions for your neighbour to follow when caring for your grandparent. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100



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MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 13 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 As I reached home ...

Narrative/Descriptive/Reflective

- 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 the writer's/candidate's reactions and feelings.

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 We lifted the trophy with pride.

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 Rainy days**

Descriptive/Narrative/Reflective/Argumentative/Discursive

- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 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.

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 You are never too old to dream a new dream.

Argumentative/Discursive/Reflective/Narrative/Descriptive

- 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 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 the writer's/candidate's reactions and feelings.
- 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]**1.5 It is the responsibility of every individual to save the environment.**

Argumentative/Discursive/Descriptive/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 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. 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 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 the writer's/candidate's reactions and feelings.
- 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 **'My best friend is one who brings out the best in me.' – Henry Ford**

Reflective/Narrative/Descriptive/Argumentative/Discursive

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 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. 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.

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:

- must give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay.
- must link the interpretation to the picture.
- may write in any appropriate tense.

1.7.1 **Picture: From birth to old age**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: from birth to old age, the different stages of life, life experiences.
- Figurative interpretations: Life is a journey, life and death, youth versus old age.

[50]

1.7.2 **Picture: Birds in flight**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: birds, migration, nature.
- Figurative interpretations: unity, leadership, emigration.

[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 FRIENDLY LETTER

A letter to a cousin.

- 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 encourage his/her cousin to enrol for these lessons.
- The candidate may express his/her opinion about the benefits of enrolling for these music lessons.

[30]

2.2 COVERING LETTER

A letter of application for the position of salesperson.

- Acceptable variations of the format must be allowed.
- The letter must be addressed to the manager of Fashion For You.
- The tone and register of the letter must be formal.
- The letter must include an introduction, a body and a conclusion.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Recipient: The Manager
 - Name of the clothing store
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The content of the letter must match the CV provided.
- The content of the letter may include the following details, **among others**:
 - Position being applied for
 - Relevant personal qualities which make the applicant suitable for the position
 - The date when the applicant will be available to assume the position being applied for
 - An indication that the CV is attached.

[30]

2.3 REVIEW

Film review

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

[30]

2.4 SPEECH

A speech to inspire Grade 12 learners.

- 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 family reunion.

- The response may be in the form of a note, a personal letter or an invitation card.
- The following aspects of format must be included:
 - Date
 - Venue
 - Time
- Type of function should be clear.
- Language may be formal/informal.
- Full sentences are not necessary.
- The following details may be included, **among others**:
 - Name of invitee
 - Dress code
 - RSVP

NOTE: Do not award marks for illustrations or drawings.

[20]

3.2 DIARY ENTRY

The candidate's feelings about being selected to participate in a national choir competition.

- There **MUST** be ONE diary entry.
- The date/time must be reflected.
- The entry must express the candidate's feelings after hearing about being selected to participate in the choir competition.
- The diary entry must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

[20]**3.3 INSTRUCTIONS**

Instructions on how to take care of an ill grandparent.

The instructions:

- May be in point or paragraph form.
- Must be in a logical sequence.
- Must be written in the imperative.

[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 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ending	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	25–27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	11–12 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted	8–9 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Tone is appropriate -Rhetorical devices used to enhance content	5–6 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary	0–3 -Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay does not sense

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<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>

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