

Confidential



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

MAY/JUNE 2024

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 and handed in. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:

SECTION A: 80 minutes
SECTION B: 40 minutes
SECTION C: 30 minutes
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 I cannot survive without my ...
- Give your own title if your choice is QUESTION 1.6, 1.7 OR 1.8.
- Spend approximately 80 minutes on this section.

- 1.1 I cannot survive without my ... [50]
- 1.2 Anger is the thief of joy. [50]
- 1.3 I did not know what to say. [50]
- 1.4 If artificial intelligence replaces humans ... [50]
- 1.5 'There are no shortcuts to any place worth going.' – Beverly Sills [50]

Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.6, 1.7 OR 1.8) and give your essay a suitable title.

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

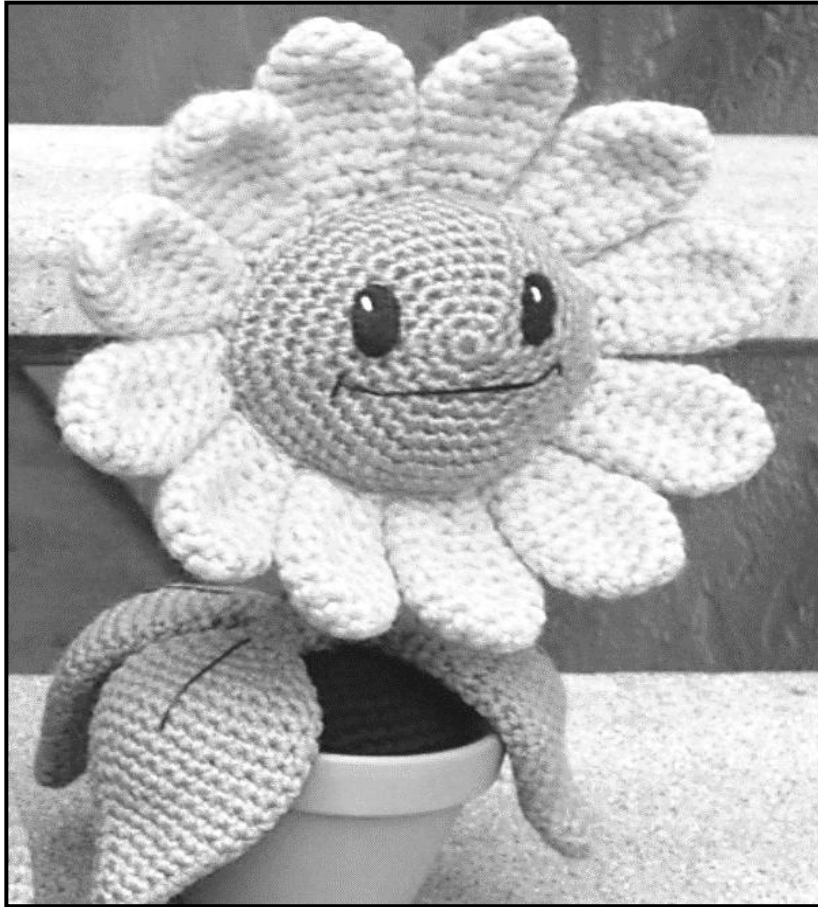
1.6



[Source: [nytimes.com](https://www.nytimes.com)]

[50]

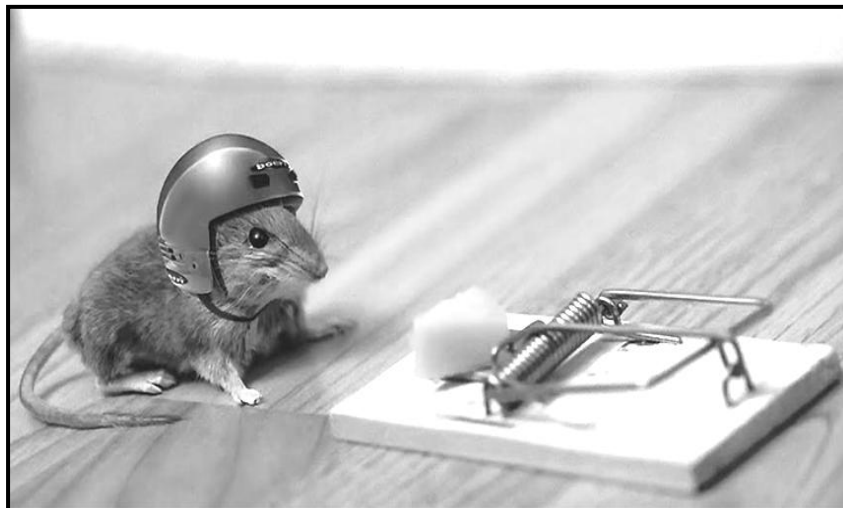
1.7



[Source: <https://stateless.yourcrochet.com>]

[50]

1.8



[Source: www.google.images.com]

[50]

TOTAL SECTION A: 50

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

- Choose ONE of the following topics and write a longer transactional text.
- 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

Members of your community are using a vacant piece of land as a dumping site. You have decided to write a letter to the editor of a local newspaper about the health hazards this poses and the possible solutions.

Write the letter to the editor.

[30]**2.2 OBITUARY**

A cleaner who worked at your school for many years has recently passed away. As the chairperson of the Representative Council of Learners (RCL), you always worked closely with him/her. The school principal has asked you to write an obituary, paying tribute to the cleaner.

Write the obituary.

[30]**2.3 SPEECH**

You work part time at an engineering company. The company has promised permanent employment to all part-time employees who complete their studies.

Your colleagues have asked you to thank the management team at a year-end function for this permanent employment opportunity.

Write the speech.

[30]**2.4 DIALOGUE**

An overseas sports club has approached you about a possible opportunity for you to continue your sports career abroad.

You have decided to inform your parent/guardian about this opportunity.

Write the dialogue between you and your parent/guardian.

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

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

- Choose ONE of the following topics and write a short 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.
- Spend approximately 30 minutes on this section.

3.1 INVITATION

Your friend has received a scholarship to study in another country. You have decided to host a farewell party for him/her.

Write the invitation that you will send to the guests.

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

3.2 DIARY ENTRY

You have recently moved into a new house. You would like to capture your feelings about this experience.

Write a SINGLE diary entry in which you describe how you feel. **[20]**

3.3 INSTRUCTIONS

You will be travelling alone for the first time to visit a relative in a nearby town that is considered unsafe. Your relative has given you a set of instructions to follow during the journey to ensure your safety.

Write the instructions your relative has given you. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100



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ENGLISH FIRST ADDITIONAL LANGUAGE P3

MAY/JUNE 2024

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 12 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 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:

- Adhere to the length of between 250 and 300 words as prescribed in the CAPS document. However, should the maximum word count be exceeded, refer to the *First Additional Language Examination Guidelines Grade 12, 2021*.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 I cannot survive without my ...

Descriptive/Narrative/Reflective/Discursive/Argumentative

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

[50]

1.2 Anger is the thief of joy.

Reflective/Descriptive/Narrative/Discursive/Argumentative

- 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.
- If narrative, the essay must have a strong story line and an interesting ending.
- 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 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/any other essay type, relevant to the topic.

[50]**1.3 I did not know what to say.**

Narrative/Reflective/Descriptive/Discursive/Argumentative

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

[50]

1.4 If artificial intelligence replaces humans ...

Reflective/Discursive/Argumentative/Descriptive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- 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.

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 'There are no shortcuts to any place worth going.' – Beverly Sills**

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]

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.

1.6 Picture: **Person holding a parcel.**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: giving, delivery, a gift
- Figurative interpretations: generosity, gratitude, deception **[50]**

1.7 Picture: **Flower**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: flowers, happiness, handcrafts
- Figurative interpretations: dreams, new beginnings, fake versus real **[50]**

1.8 Picture: **Mouse with mousetrap**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: pests, precautionary measures, a trap
- Figurative interpretations: bravery, innovations, learning from experience **[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

Letter to the editor.

- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Name of newspaper and address of the recipient
 - Greeting/Salutation (The Editor/Sir/Madam)
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The candidate must express concerns about the health hazards of dumping and provide possible solutions to the problem. **[30]**

2.2 OBITUARY

Obituary paying tribute to a cleaner who has 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 (e.g. spouse, children) and their names
 - Date, time and place of funeral
 - A tribute to the deceased
- The following information may be included:
 - Biographical information
 - Cause of death.

[30]

2.3 SPEECH

A speech thanking the management team.

- The speech should start with 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 audience's attention
 - Well-developed points
 - A suitable conclusion thanking the management team of the company.

[30]

2.4 DIALOGUE

A conversation between a child and a parent/guardian.

- A brief context must be provided at the beginning of the dialogue.

The dialogue must be between a parent/guardian and a child.

- The tone should be informal.
- The following aspects of the dialogue format must be included:
 - The names of the speakers or references to the speakers written on the left side of the page.
 - A colon after the name of the character who is speaking.
 - A new line to indicate each new speaker.
 - Advice to characters on how to speak or present the action must be given in brackets before the words are spoken.

[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 assessment 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

Invitation to a farewell party.

- 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:
 - Name of invitee
 - Date
 - Venue
 - Time
- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.
- The following details may be included, among others:
 - Dress code
 - RSVP

NOTE: Do NOT award marks for illustrations or drawings.

[20]

3.2 **DIARY ENTRY**

A diary entry about moving into a new house.

- There must be ONE diary entry.
- The date/time must be reflected.
- The entry must express the candidate's feelings before/during/after moving into a new house.
- 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 for ensuring safety.

The instructions:

- may be in point or paragraph form.
- must be in logical sequence.
- must be written in the imperative.

[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	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 lacks 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	Skillful	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