



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2018

MARKS: 100

TIME: 2½ hours

This question paper consists of 6 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE SECTIONS:

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

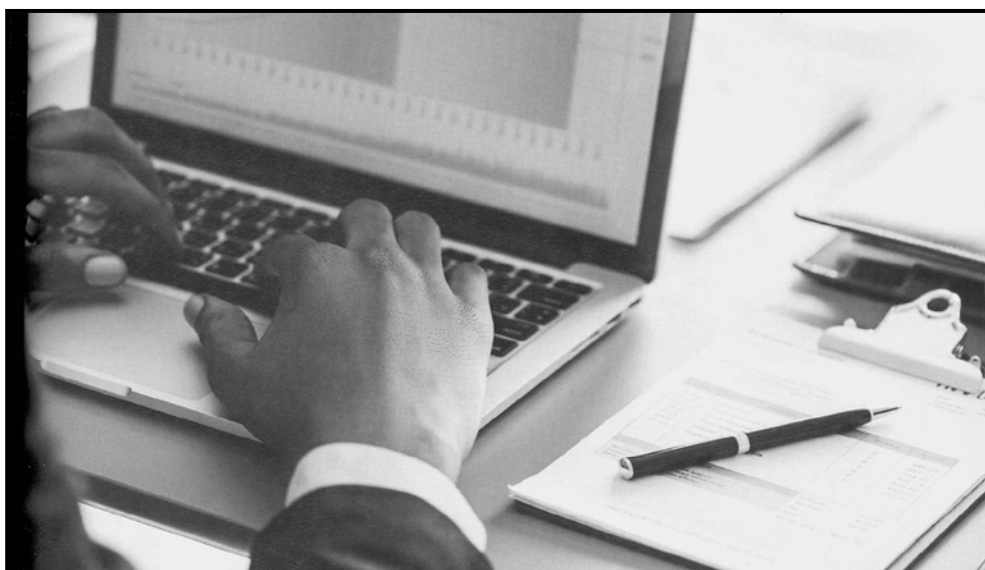
SECTION A: ESSAY**QUESTION 1**

- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, e.g. 1.1 Everything was going according to plan when ...
- 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 Everything was going according to plan when ... [50]
- 1.2 'We can change the world and make it a better place. It is in your hands to make a difference.' – Nelson Mandela [50]
- 1.3 Hidden treasure [50]
- 1.4 'Go for it now. The future is promised to no-one.' – Dr Wayne Dyer [50]
- 1.5 You do not need someone else's approval to feel good about yourself. [50]
- 1.6 Beyond these walls [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: *Equinox*, April/May 2018]

[50]

1.7.2



[Source: *Private Edition*, Issue 39, 2018]

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

2.1 DIALOGUE

Your older sister wants to leave university without completing her studies to follow a career as an actress. You have decided to talk to her about her decision.

Write the dialogue that takes place between you and your sister.

NOTE: Use the dialogue format.

[30]**2.2 OBITUARY**

A learner in your class has passed away. The principal of your school has asked you to write an obituary, paying tribute to him/her.

Write the obituary.

[30]**2.3 NEWSPAPER ARTICLE**

Members of your community would like to promote recycling. They have asked you to write an article for publication in your community newspaper, on how recycling can be done at home.

Write the article.

[30]**2.4 FORMAL LETTER**

You recently purchased an item of clothing on sale at a department store. You later discovered that the garment was damaged. The store refuses to exchange the item because it was bought on sale.

Write a letter to the manager of the store, expressing your dissatisfaction with their refusal to exchange the garment.

[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 FLYER.
- Spend approximately 30 minutes on this section.

3.1 FLYER

The elderly in your community require assistance with shopping and other chores. You have decided to create a flyer for distribution in your community, offering your services to the elderly.

Write the content of the flyer.

NOTE: Do NOT include illustrations or drawings.

[20]**3.2 DIARY ENTRIES**

You have decided to work overseas and must inform your family about your decision.

Write TWO diary entries expressing how you felt. One entry must reflect how you felt BEFORE and the other AFTER you informed them of your decision.

[20]**3.3 DIRECTIONS**

Your neighbour needs to visit a new clinic that has been built in your area. Write the directions that he/she will need to get to the clinic from his/her home.

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

NOTE: Do NOT include illustrations or drawings.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



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ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 12 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY

QUESTION 1

Instructions to Markers:

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only **some ways** in which the topic could be interpreted.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

NOTE:

- Adhere to the length of 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 **Everything was going according to plan when ...**

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 writer 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.

[50]

1.2 **'We can change the world and make it a better place. It is in your hands to make a difference.' – Nelson Mandela**

Reflective/Argumentative/Discursive/Narrative

- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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 arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If narrative, the essay must have a strong story line and an interesting ending.

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

[50]

1.3 **Hidden treasure**

Descriptive/Narrative/Reflective

- 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 emotional reactions and feelings the candidate experiences/experienced.

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

[50]

1.4 'Go for it now. The future is promised to no-one.' – Dr Wayne Dyer

Reflective/Argumentative/Discursive/Narrative

- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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 arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If narrative, the essay must have a strong story line and an interesting ending.

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

[50]**1.5 You do not need someone else's approval to feel good about yourself.**

Argumentative/ Discursive/Reflective

- If argumentative, the essay must convey 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 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.

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

[50]

1.6 Beyond these walls

Descriptive/Narrative/Reflective

- 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 emotional reactions and feelings the candidate experiences/experienced.

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

[50]**1.7 Interpretation of pictures**

The candidate:

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

1.7.1 Picture: Computer

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: Communicating electronically, use of computers, working in an office, electronic learning.
- Figurative interpretations: the effects of technology on our lives, modern life, the world of work.

[50]**1.7.2 Picture: Lion**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: lions as an endangered species, king of the jungle, wildlife.
- Figurative interpretations: survival of the fittest, law of the jungle, power, fear.

[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 DIALOGUE

A conversation between siblings.

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

The dialogue must be between the siblings.

- The tone must be informal.
- The following aspects of the dialogue format must be included:
 - The names of 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.
 - Where necessary, actions must be given in brackets before the words are spoken.

[30]**2.2 OBITUARY**

A learner has 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 (e.g. parents, siblings) and their names
- The following information may be included:
 - Date, time and place of funeral
 - Biographical information
 - Cause of death.
- The obituary must pay tribute to the deceased.

[30]

2.3 NEWSPAPER ARTICLE

An article for a community newspaper.

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The style should be personal, addressing the reader.
- The language may be formal.
- The article should be stimulating to the reader/encourage the reader to recycle.
- The article must provide the reader with suggestions on how residents can recycle at home.

[30]

2.4 FORMAL LETTER

Complaint to the manager.

- Allow for acceptable variations of the format, e.g. addresses.
- The letter must be addressed to the manager of the store.
- 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
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender
- The following information must be included in the letter, **among others**:
 - Details about the purchase of the garment
 - Dissatisfaction with the service

[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 FLYER

Service to the elderly

- The following aspects should be included in the flyer, **among others**:
 - Eye-catching headline or slogan
 - Catchy words and phrases
 - Sufficient details of services offered
 - Contact details of the person offering the service
- The language may be formal or informal but not slang or colloquial.

NOTE: Do NOT award marks for illustrations or drawings.

[20]

3.2 DIARY ENTRIES

The candidate's feelings BEFORE and AFTER informing his/her family of the decision taken.

- There MUST be TWO diary entries with two different dates/times.
- The entries must express the candidate's feelings before and after informing his/her family.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

[20]

3.3 DIRECTIONS

Directions to the clinic

- The directions may be in either point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct chronological order.
- Approximate distance, turns and landmarks must be included.

NOTE: Do NOT award marks for illustrations.

[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>
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
<p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p>12 MARKS</p>	<p>10–12</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>8-9</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>6-7</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>4-5</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>0-3</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, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>8 MARKS</p>	<p>7–8</p> <p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free</p>	<p>5-6</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>4</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>3</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>0–2</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	17–20	13–15	10-11	7-8	0–5