



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2019

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. 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.

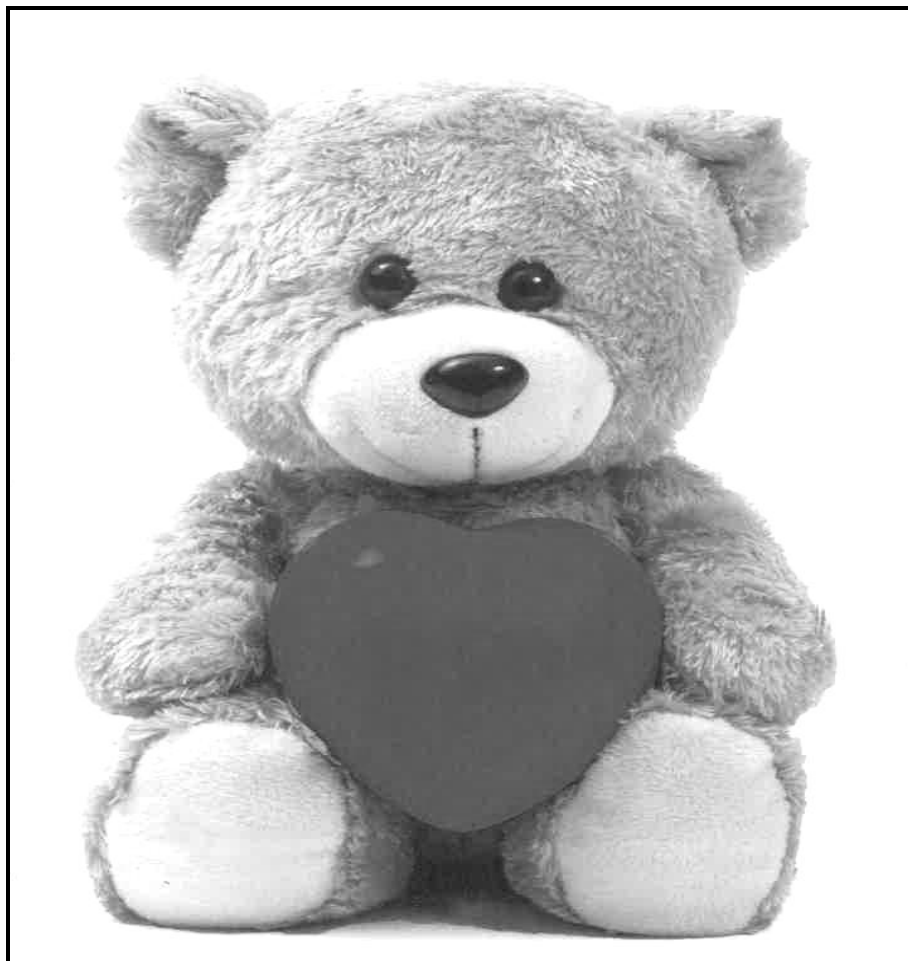
SECTION A: ESSAY**QUESTION 1**

- 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 2019.
- 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 | 2019 | [50] |
| 1.2 | Finally, there was ... | [50] |
| 1.3 | I realise that I am responsible for my own happiness. | [50] |
| 1.4 | Good fences make good neighbours. | [50] |
| 1.5 | An amazing person | [50] |
| 1.6 | 'Whatever the mind can conceive and believe, the mind can achieve.'
– Dr Ntokozo Hlongwane | [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: Skyways, February 2019]

[50]

1.7.2



[Source: www.google.com, 2019]

[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

Your friend is planning to bring his/her family on holiday to your province. He/She has written a letter to you asking for information on some of the places of interest to visit in your province.

Write a letter to your friend informing him/her of some of the places of interest they could visit while on holiday.

[30]**2.2 SPEECH**

The book club that you belong to is promoting reading among the youth in your school. The chairperson of this book club has asked you to deliver a speech at the next school assembly. Your speech must focus on the importance of reading.

Write the speech that you will deliver.

[30]

2.3 COVERING LETTER

The following is an extract from the curriculum vitae of Zanele Chiba, a 20-year-old female, who is a volunteer worker at a hospital.

CURRICULUM VITAE	
PERSONAL DETAILS	
Name:	Zanele Chiba
Date of Birth:	17/01/1999
Nationality:	South African
ID number:	9901173241080
FORMAL QUALIFICATIONS	
➤	Grade 12 with a Bachelor's pass
➤	Home-based Care Certificate
➤	Advanced First-Aid Certificate
SECONDARY SCHOOL EXPERIENCE	
➤	Attended Quality Secondary School, Mpumalanga – Grade 12 (2018)
➤	Secretary of the Representative Council of Learners (2017–2018)
WORK EXPERIENCE	
➤	Volunteer worker at Mpumalanga General Hospital
➤	Caregiver to the elderly at Mpumalanga Hospice
HOBBIES AND INTERESTS	
➤	Arts and crafts
➤	Cooking
➤	Reading

Zanele is responding to an advertisement in her local newspaper for the position of caregiver. She will have to submit her full curriculum vitae as well as other relevant documents with her application.

Using the format of a formal letter, write the COVERING LETTER that Zanele will send with her application. The covering letter should be addressed to: The Manager of Sunshine Nursing Home for The Elderly.

[30]

2.4 NEWSPAPER ARTICLE

Many adults believe that social media has a negative influence on teenagers. However, social media also has many benefits for teenagers.

Write an article for a local newspaper in which you provide information on the benefits of social media for teenagers.

[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 DIARY ENTRIES.
- Spend approximately 30 minutes on this section.

3.1 DIARY ENTRIES

You have been absent from school for a few weeks. Your mother has informed you that your school principal will be visiting you at home.

Write TWO diary entries. The first entry must indicate how you felt BEFORE the principal's visit and the second entry must express how you felt AFTER the principal's visit.

[20]**3.2 INVITATION CARD**

A famous local actor will be addressing members of your school's drama club. As chairperson of the organising committee, you are expected to invite drama clubs from the neighbouring schools to the event.

Write the invitation card.

NOTE: Do NOT include illustrations or drawings.

[20]**3.3 INSTRUCTIONS**

Your cousin will be getting married soon. He/She has asked you to look for a suitable venue for the wedding and has given you a set of instructions to follow when choosing the venue.

Write the instructions that you were given.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



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ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2019

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 250–300 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 2019

Reflective/Narrative/Descriptive

- 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 a captivating 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.

[50]

1.2 Finally, there was ...

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and a captivating 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.

[50]**1.3 I realise that I am responsible for my own happiness.**

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 a captivating ending.

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

[50]

1.4 Good fences make good neighbours.

Reflective/Argumentative/Discursive/Narrative

- 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.
- If narrative, the essay must have a strong story line and a captivating ending.

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

[50]**1.5 An amazing person**

Descriptive/Reflective/Narrative

- 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 a captivating ending.

[50]

1.6 **'Whatever the mind can conceive and believe, the mind can achieve'**
– **Dr Ntokozo Hlongwane**

Reflective/Argumentative/Discursive/Descriptive/Narrative

- 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.
- 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 a captivating ending.

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

[50]

1.7 **Interpretation of pictures**

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

1.7.1 **Picture: A teddy bear**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a toy, a gift, a friend
- Figurative interpretations: love, comfort, joy

[50]

1.7.2 **Picture: A man on a road**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a journey, roads/painting
- Figurative interpretations: destiny, dreams, the journey of life

[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 120 – 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 giving information to a friend on places of interest to visit in your province.

- The following aspects of format must be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
- The tone and register of the letter should be friendly and informal.
- The candidate must provide information on places of interest.

[30]**2.2 SPEECH**

A speech on the importance of reading.

- The speech should be written beginning with a suitable salutation/ greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
 - An introduction that attracts attention
 - Well-developed points
 - A conclusion

[30]

2.3 COVERING LETTER

Application for the position of caregiver.

- Acceptable variations of format must be allowed.
- The letter should be addressed to the manager of a nursing home for the elderly.
- The tone and register of the letter should be formal.
- The letter should have an introduction, a body and conclusion.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Recipient: The Manager
 - Name of the nursing home for the elderly
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The content of the letter must match the CV provided in the question paper.

[30]**2.4 NEWSPAPER ARTICLE**

An article for a local newspaper providing information on the benefits of social media for teenagers.

- The article must have a suitable heading.
- The article must have clearly defined paragraphs.
- The article must provide information on the benefits of social media for teenagers.
- The style should be personal but not informal, speaking directly to the reader.
- The language may be formal.
- The article should be stimulating to the reader.

[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 80–100 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 DIARY ENTRIES

The candidate's feelings before and after the principal's visit.

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

[20]**3.2 INVITATION CARD**

An invitation to the drama clubs of neighbouring schools.

- The following aspects of format must be included:
 - Date
 - Venue
 - Time
- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: Do not award marks for illustrations.

[20]

3.3 INSTRUCTIONS

Instructions to you on how to choose a suitable wedding venue.

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

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 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	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