



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2022

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:
 - 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**

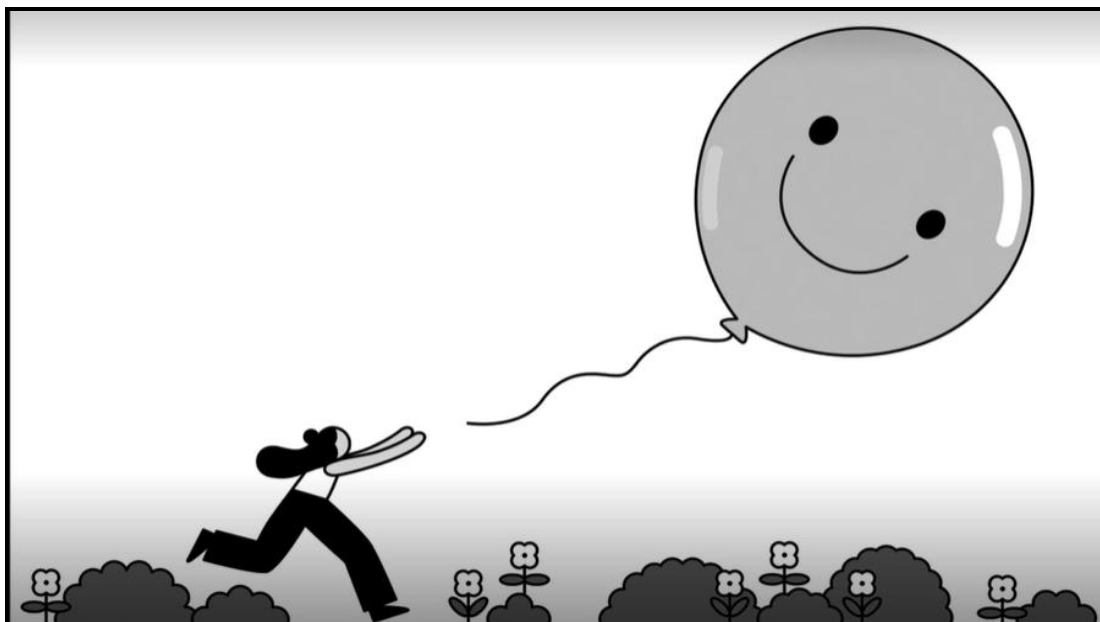
- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, e.g. 1.1 I wish I had known ...
- Give your own title if your choice is QUESTION 1.6, 1.7 OR 1.8.
- Spend approximately 80 minutes on this section.

- 1.1 I wish I had known ... [50]
- 1.2 A habit I would like to change [50]
- 1.3 Even a small star shines in the dark. [50]
- 1.4 One generation plants a tree, the next generation enjoys the shade. [50]
- 1.5 'Do not raise your voice; increase your argument.' – Desmond Tutu [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.

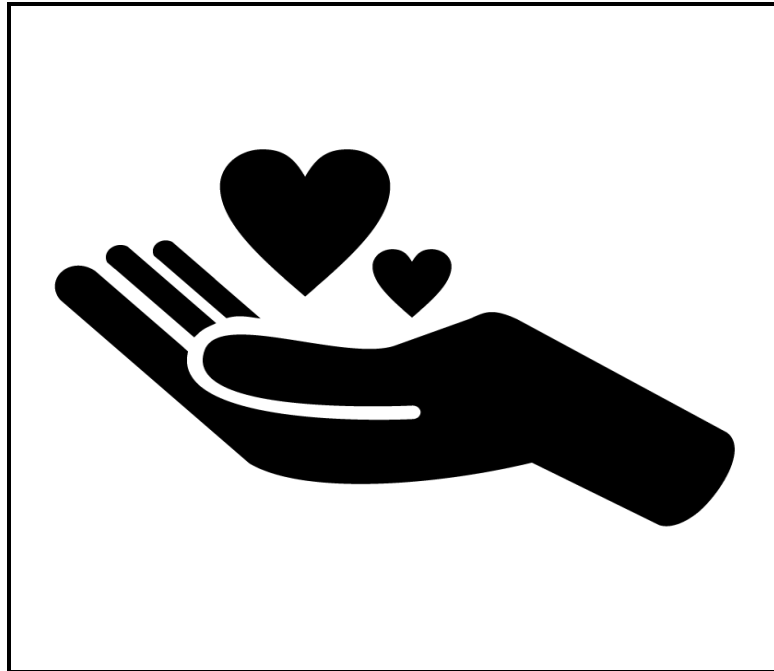
1.6



[Source: nytimes.com]

[50]

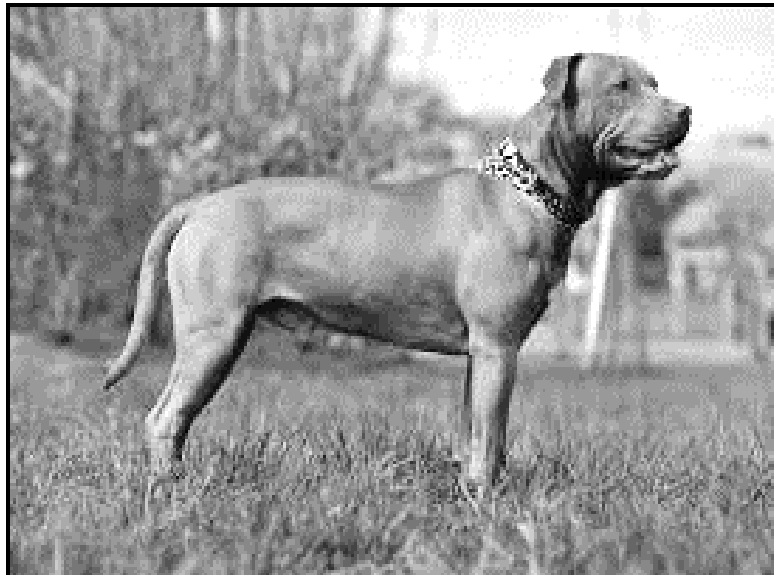
1.7



[Source: bankskitchen.co.za]

[50]

1.8



[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 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

Your local newspaper has published an article that contains incorrect information about a sports match in which you participated. As the captain of the team, you have decided to write a letter to the editor in which you point out the wrong information and provide the facts about the sports match.

Write the letter to the editor.

[30]**2.2 OBITUARY**

Your mother's best friend, to whom you were close, has passed away. Her/His family has asked you to write an obituary paying tribute to her/him.

Write the obituary.

[30]**2.3 REPORT**

You attended a leadership workshop at a neighbouring school. As you were the representative from your school, the principal has asked you to write a report providing a factual account of the leadership workshop.

Write the report.

[30]**2.4 DIALOGUE**

Your parent, who works in another town, wants to resign from his/her work in order to spend more time with you and your siblings. You want to speak to your parent because you believe that resigning would be a mistake.

Write the dialogue between you and your parent.

[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 mother and brother will be graduating from university on the same day. Your family has planned a party to celebrate their achievements. You have been asked to write an invitation that will be sent to the guests.

Write the invitation.

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

3.2 DIARY ENTRY

Your relative, whom you have not seen in a number of years, has recently contacted you. He/She wishes to meet with you soon.

Write a diary entry in which you describe your feelings AFTER the meeting. **[20]**

3.3 INSTRUCTIONS

The manager of the restaurant where you will be working as a part-time waiter/waitress, conducted a short training session with you. You were taken through a set of instructions on how to provide good service.

Write the instructions that the manager has given you. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100



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GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2022

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 wish I had known ...

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]

1.2 A habit I would like to change

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]**1.3 Even a small star shines in the dark.**

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]

1.4 One generation plants a tree, the next generation enjoys the shade.

Discursive/Argumentative/Descriptive/Reflective/Narrative

- 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 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]**1.5 'Do not raise your voice; increase your argument.' – Desmond Tutu**

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: Girl chasing balloon

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: running, playfulness
- Figurative interpretations: chasing happiness, escaping reality **[50]**

1.7 Picture: Hand with hearts

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: giving/receiving love, falling in love
- Figurative interpretations: self-love, family care **[50]**

1.8 Picture: Dog

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: pets, dogs
- Figurative interpretations: companionship, security **[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
 - Address of the recipient
 - Date
 - Greeting/Salutation
 - Subject line
 - Suitable ending
- The candidate must point out the wrong information and provide the facts about the sports match.

[30]**2.2 OBITUARY**

Your mother's best friend 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 REPORT

Report to the school principal

- The tone must be formal.
- The register and content must suit the purpose of the report.
- The report is usually written in the past tense.
- It should be written in the first or the third person.
- There should be a closing statement that may include elaboration.
- The following information should be included in the report, among others:
 - Setting the scene or establishing context (e.g. place, date, time)
 - A factual and chronological/logical account of the leadership workshop

[30]**2.4 DIALOGUE**

A conversation between a parent and a child

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

The dialogue must be between a parent and a child.

- The tone must 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

Where necessary, actions 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 graduation party for the mother and the brother

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

NOTE: The response may be in the form of a note or a letter.
Do NOT award marks for illustrations or drawings.

[20]**3.2 DIARY ENTRY**

Diary entry **AFTER** meeting with a relative

- There must be ONE diary entry.
- The date/time must be reflected.
- The entry must describe/express the candidate's feelings after meeting the relative.
- 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 from the manager

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 | 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> |