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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 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 It's my life...

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 the topic 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 Small steps; big changes**

Discursive/Argumentative/Narrative/Reflective/Descriptive

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

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]**

**1.3 Allow your silence to speak for you.**

Discursive/Reflective/Descriptive/Argumentative/Narrative

- If discursive, the arguments for and against the topic 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 descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If 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 That was unexpected!**

Narrative/Descriptive/Reflective/Discursive/Argumentative

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

**1.5 'Comparison is the thief of joy.' – Theodore Roosevelt**

Discursive/Argumentative/Reflective/Narrative/Descriptive

- If discursive, the arguments for and against the topic 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 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: **Child on swing**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: playing, childhood
- Figurative interpretations: innocence, being carefree [50]

1.7 Picture: **Robot cooking**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: Artificial Intelligence, cooking
- Figurative interpretations: the future, time travel [50]

1.8 Picture: **Galloping horse**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: horse, transport
- Figurative interpretations: strength, freedom [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 OF APPLICATION**

A letter of application for part-time work.

- Acceptable variations of the format must be allowed.
- 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/Owner
- Name of bookshop
- Address of recipient
- Greeting/Salutation
- Subject line
- Suitable ending
- Signature and name of sender

The following information may be included:

- Relevant personal qualities which make the applicant suitable for the position
- The date when the applicant will be available to assume duty
- An indication that the CV is attached.

**[30]**

## 2.2 MAGAZINE ARTICLE

An article on, 'How to manage your leisure time effectively'.

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The style should be personal, addressing the reader directly.
- The style can be descriptive and figurative, appealing to the imagination of the reader.
- The article should stimulate interest and keep the reader engaged.

The article must provide advice to the reader on how to manage leisure time effectively.

[30]

## 2.3 OBITUARY

An obituary for the captain of a sports team.

- 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]

## 2.4 DIALOGUE

A conversation between father and child.

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

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 POSTER**

Poster competition to promote tourism.

- The poster must have an eye-catching headline.
- Sufficient details must be given to encourage people to visit the town/enter the competition.
- Contact details may be provided.
- Catchy words and phrases must be credited.

**NOTE:** Do NOT award marks for illustrations or drawings.

**[20]**

**3.2 DIARY ENTRIES**

Diary entries **before** and **after** a holiday that turned out differently.

- There must be TWO diary entries.
- The dates/times must be reflected.
- The entries must express the candidate's feelings before and after returning from a holiday.
- The diary entries must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

**[20]**

**3.3 INSTRUCTIONS**

Instructions on how to plan a birthday party.

The instructions:

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

**[20]**

<b>TOTAL SECTION C:</b>	<b>20</b>
<b>GRAND TOTAL:</b>	<b>100</b>

**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	<b>28–30</b> -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	<b>22–24</b> -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	<b>16–18</b> -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	<b>10–12</b> -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	<b>4–6</b> -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
		<b>25–27</b> -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	<b>19–21</b> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	<b>13–15</b> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	<b>7–9</b> -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	<b>0–3</b> -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
	Lower level	<b>14–15</b> -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	<b>11–12</b> -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	<b>8–9</b> -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	<b>5–6</b> -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	<b>0–3</b> -Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
		<b>13</b> -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	<b>10</b> -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	<b>7</b> -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	<b>4</b> -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	Upper level					
	Lower level					
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction <b>5 MARKS</b>		<b>5</b> -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	<b>4</b> -Logical development of details -Coherent -Sentences, paragraphs logical, varied	<b>3</b> -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	<b>0–1</b> -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

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

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  -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	<b>11-14</b>  -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	<b>8-10</b>  -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	<b>5-7</b>  -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	<b>0–4</b>  -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
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>8–9</b>  -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	<b>6–7</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>4-5</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–3</b>  -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

**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b>  -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	<b>8-9</b>  -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	<b>6-7</b>  -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	<b>4-5</b>  -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	<b>0-3</b>  -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
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>5-6</b>  -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	<b>4</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b>  -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