basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2018

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 11 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 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 250–300 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of the sentence.
  - No additional penalties may be imposed as the rubric itself imposes penalties.

1.1   **This is my journey.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- If reflective, the essay should convey emotional reactions and feelings the writer has experienced.
- 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 includes elements of more than one type of essay.   **[50]**

1.2 **The gathering storm**

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 ending that captures the reader's attention.
- If reflective, the essay should convey emotional reactions and feelings the writer has experienced.

NOTE: A candidate may write an essay which includes elements of more than one type of essay. **[50]**

1.3 **Write an essay that includes the following words:**
'Slow down!'

Narrative/Reflective/Descriptive

- The candidate should provide a suitable title.
- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- If reflective, the essay should convey emotional reactions and feelings the writer has experienced.
- 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 includes elements of more than one type of essay. **[50]**

1.4 **Our appearance is unimportant. It is who we are on the inside that really matters.**

Discursive/Argumentative/Reflective

- If discursive, the arguments for and against must be well-balanced and clearly presented 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 emotional reactions and feelings the writer has experienced.

NOTE: A candidate may write an essay which includes elements of more than one type of essay. **[50]**

1.5   **Caring for the environment is everyone's responsibility.**

Argumentative/Discursive/Reflective

- 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 presented 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 emotional reactions and feelings the writer has experienced.

NOTE: A candidate may write an essay which includes elements of more than one type of essay.   **[50]**

1.6   **'One book, one pen, one child, and one teacher can change the world'−
Malala Yousafzai**

Discursive/Argumentative/Reflective/Narrative/Descriptive

- If discursive, the arguments for and against must be well-balanced and clearly presented 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 emotional reactions and feelings the writer has experienced.
- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past tense and the present tense. The essay must have an ending that captures the reader's attention.
- 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 includes elements of more than one type of essay.   **[50]**

1.7   **Interpretation of pictures**

The candidate

- should give the essay a suitable title.
- may interpret the pictures in any way as long as they are relevant to the picture.
- may choose to write any type of essay, provided it is in direct relation to the picture chosen.
- may write in any appropriate tense.

1.7.1   Picture: **Man and light bulb**

- Literal interpretation:
  - saving electricity
  - invention of the light bulb
  - light.
- Figurative interpretation:
  - creativity
  - ideas
  - a moment when an idea suddenly comes to mind.   **[50]**

1.7.2   Picture: **City buildings**

- Literal interpretation:
  - architecture
  - transport
  - urban/city life.
- Figurative interpretation:
  - overpopulation
  - rat race
  - economy
  - modern society.   **[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 the sentence.
  - No additional penalties may be imposed as the rubric itself imposes penalties.

2.1   **FRIENDLY LETTER**

    A letter to thank a friend.

- 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 express his/her gratitude.   **[30]**

2.2   **OBITUARY**

    An obituary of a loyal staff member.

- 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
  - Date, time and place of funeral
- A tribute must be paid to the deceased highlighting his/her loyalty as a staff member.
- The tone must be formal.   **[30]**

2.3 **FORMAL REPORT**

Report to police about a stolen cellphone.

- The report must
  - ○ have a subject line.
  - ○ be addressed to the investigating police officer.
  - ○ clearly indicate who the sender is.
  - ○ make reference to the cellphone having been stolen from the writer's pocket.
  - ○ have logically arranged details.
- The tone of the report must be formal and polite. **[30]**

2.4 **FORMAL SPEECH**

Speech by the chairperson of a local sports club, motivating members to support the fundraising events.

- The speech should begin with a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
  - ○ Purpose.
  - ○ Audience.
- The introduction must attract attention.
- Points must be well developed.
- A suitable conclusion must be included. **[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 the sentence.
  - No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1   **INVITATION CARD**

Invitation to nephew's/niece's first birthday party.

- The following aspects of format must be included**:**
    - Type of function should be clear.
    - Date, venue and time.
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: Do not award marks for illustrations or drawings.   **[20]**

3.2   **DIARY ENTRIES**

The candidate's feelings BEFORE and AFTER going for his/her driving test.

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the test.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect emotions suited to the topic.   **[20]**

3.3   **INSTRUCTIONS**

How to save water.

The instructions

- may be in point or paragraph form.
- must be in a logical sequence.
- should say how water should be saved.

NOTE: Do not award marks for illustrations or drawings.   **[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** -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 does not sense

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

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