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.
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.

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.

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.
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.

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.
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.

1.7.2 Picture: City buildings

- Literal interpretation:
  - architecture
  - transport
  - urban/city life.
- Figurative interpretation:
  - overpopulation
  - rat race
  - economy
  - modern society.

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.

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.
2.3 FORMAL REPORT

Report to police about a stolen cellphone.

• The report must
  o have a subject line.
  o be addressed to the investigating police officer.
  o clearly indicate who the sender is.
  o make reference to the cellphone having been stolen from the
    writer's pocket.
  o 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:
  o Purpose.
  o 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:
  o Content, planning and format (12 marks)
  o Language, style and editing (8 marks)

NOTE:
  o 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.
  o 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:
  o Type of function should be clear.
  o 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.

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.

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.

TOTAL SECTION C: 20
GRAND TOTAL: 100
### ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
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<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong>&lt;br&gt;(Response and ideas)&lt;br&gt;Organisation of ideas for planning;&lt;br&gt;Awareness of purpose, audience and context</td>
<td>- Outstanding/Striking response beyond normal expectations&lt;br&gt;- Intelligent, thought-provoking and mature ideas&lt;br&gt;- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Very well-crafted response&lt;br&gt;- Fully relevant and interesting ideas with evidence of maturity&lt;br&gt;- Very well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Satisfactory response&lt;br&gt;- Ideas are reasonably coherent and convincing&lt;br&gt;- Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>- Inconsistently coherent response&lt;br&gt;- Unclear ideas and unoriginal&lt;br&gt;- Little evidence of organisation and coherence</td>
<td>- Totally irrelevant response&lt;br&gt;- Confused and unfocused ideas&lt;br&gt;- Unorganised and incoherent</td>
</tr>
<tr>
<td><strong>STRUCTURE</strong>&lt;br&gt;Features of text;&lt;br&gt;Paragraph development and sentence construction</td>
<td>- Excellent development of topic&lt;br&gt;- Exceptional detail&lt;br&gt;- Sentences, paragraphs exceptionally well-constructed</td>
<td>- Logical development of details&lt;br&gt;- Coherent&lt;br&gt;- Sentences, paragraphs logical, varied</td>
<td>- Relevant details developed&lt;br&gt;- Sentences, paragraphs well-constructed&lt;br&gt;- Essay still makes sense</td>
<td>- Some valid points&lt;br&gt;- Sentences and paragraphs faulty&lt;br&gt;- Essay still makes some sense</td>
<td>- Necessary points lacking&lt;br&gt;- Sentences and paragraphs faulty&lt;br&gt;- Essay does not sense</td>
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<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong>&lt;br&gt;Tone, register, style, vocabulary appropriate to purpose/effect and context;&lt;br&gt;Word choice;&lt;br&gt;Language use and conventions, punctuation, grammar, spelling</td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context&lt;br&gt;- Language confident, exceptionally impressive&lt;br&gt;- Compelling and rhetorically effective in tone&lt;br&gt;- Virtually error-free in grammar and spelling&lt;br&gt;- Very skilfully crafted</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context&lt;br&gt;- Language is effective and a consistently appropriate tone is used&lt;br&gt;- Largely error-free in grammar and spelling&lt;br&gt;- Very well crafted</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context&lt;br&gt;- Appropriate use of language to convey meaning&lt;br&gt;- Tone is appropriate&lt;br&gt;- Rhetorical devices used to enhance content</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context&lt;br&gt;- Very basic use of language&lt;br&gt;- Tone and diction are inappropriate&lt;br&gt;- Very limited vocabulary</td>
<td>- Language incomprehensible&lt;br&gt;- Tone, register, style and vocabulary not appropriate to purpose, audience and context&lt;br&gt;- Vocabulary limitations so extreme as to make comprehension impossible</td>
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**30 MARKS**

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<th><strong>3 MARKS</strong></th>
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**15 MARKS**

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<td>- Response reveals no knowledge of features of the type of text</td>
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<td></td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions</td>
<td>- Not completely focused – some digressions</td>
<td>- Some focus but writing digresses</td>
<td>- Meaning obscure with major digressions</td>
</tr>
<tr>
<td></td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas, very well elaborated and details support topic</td>
<td>- Reasonably coherent in content and ideas</td>
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<tr>
<td></td>
<td>- Writing maintains focus</td>
<td>- Appropriate format with minor inaccuracies</td>
<td>- Some details support the topic</td>
<td>- Few details support the topic</td>
<td>- Very few details support the topic</td>
</tr>
<tr>
<td></td>
<td>- Coherence in content and ideas</td>
<td></td>
<td>- Generally appropriate format but with some inaccuracies</td>
<td>- Necessary rules of format vaguely applied</td>
<td>- Necessary rules of format not applied</td>
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<td></td>
<td>- Highly elaborated and all details support the topic</td>
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<td>- Some critical oversights</td>
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<td>- Grammatically accurate and well-constructed</td>
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<td>- Mostly free of errors</td>
<td>- Errors do not impede meaning</td>
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