Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2020

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE
EXEMPLAR**

MARKS: 100

This marking guideline consists of 12 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used in conjunction with the attached English FAL assessment rubrics for SECTIONS A, B and C.

NOTE: All pieces of writing should be read at least TWICE during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

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 topics can 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 grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  o   Content and planning (30 marks)
  o   Language, style and editing (15 marks)
  o   Structure (5 marks)

NOTE: • Adhere to the length of 200–250 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   **An experience that taught me my parent/parents was/were right.**

Narrative/Reflective/Descriptive essay

- If narrative, a storyline illustrating the statement must be evident in which a series of events is shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If descriptive, there must be a vivid description of an experience/incident.

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

1.2   **Appearances can be misleading.**

Descriptive/Narrative/Reflective/Discursive essay

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.

- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

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

1.3 A mother is the most creative person.

Reflective/Narrative/Descriptive/Discursive essay

- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

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

1.4 Focus!
Narrative/Reflective/Descriptive/Discursive essay

- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If reflective, the candidate must still take a stance for or against the topic.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

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

1.5 **'Education is the passport to the future, for tomorrow belongs to those who prepare for it [tomorrow] today.' – Malcolm X**

Discursive/Descriptive/Reflective/Narrative essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.

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

1.6 **My past does not define me.**

Discursive/Reflective/Narrative/Descriptive essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create pictures in words, trying to use 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.   **[50]**

1.7   **Interpretation of pictures**

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

1.7.1   **Picture: Young person on launching pad, running and launching out in flight**

- **Literal interpretation**: e.g. launching out, being young, youthfulness, sport, athletics, running, flying, the future, the weather etc.
- **Abstract interpretation**: the sky is the limit, facing challenges, flying into the future, sporting careers, advancement in life, dreams, reaching for the sky etc.   **[50]**

1.7.2   **Picture: African pot loaded with coins and notes**

- **Literal interpretation**: e.g. the pot of gold at the end of the rainbow, African roots, African values, how African society views/values money, African living, African cuisine food/diet, lucky charms etc.
- **Abstract interpretation**: e.g**.** entrepreneurship, unemployment, how traditional monetary systems work, poverty alleviation, treasure, a lucky find etc.   **[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 to a friend

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone should be friendly and informal.
- The letter should be about requesting assistance from a friend's mother.   **[30]**

2.2   OBITUARY

A young man/woman died tragically in a community protest

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birth place
  - Where the person was living at the time of death
  - Key survivors
- The following aspects may be included:
  - Biographical information
  - Cause of death
  - Date, time and place of funeral
- Tribute must be paid to the deceased.   **[30]**

2.3   REVIEW

Review of new fast food restaurant at the local garage

- The review must include the following:
  o   The name of the restaurant
  o   The atmosphere of the place
  o   The quality and kind of service rendered
  o   The quality and kind of food served and prices
- The review must include a brief discussion of
  o   Judgement and recommendation.   **[30]**

2.4   DIALOGUE

A conversation between yourself and your father

- A context must be provided at the beginning of the dialogue.
- The following aspects of format must be included:
  o   The names of speakers should be followed by a colon
  o   A new line should be used to indicate each new speaker
  o   Stage directions can be included and must be enclosed in brackets (if used)
- The dialogue must be between yourself and your father.
- The tone must be formal.
- The conversation must be about informing your father about the accident.   **[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:
  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 that sentence.
  o No additional penalties may be imposed as the rubric itself imposes penalties.

3.1   **INVITATION CARD**

Invitation to 10th anniversary celebrations of rugby/soccer/netball club.

- The invitation must include the following aspects:
  o Date, venue and time
  o Type of function
  o A theme may be included
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: No marks are awarded for drawings and illustrations.   **[20]**

3.2   **DIARY ENTRIES**

Candidates' feelings **before** and **after** a visit to a dentist.

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidates' feelings **before** and **after** a visit to a dentist.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.   **[20]**

3.3   **INSTRUCTIONS**

Instructions on how to use and care for a product.

- The following aspects should be included:

  o   Instructions may be in point or paragraph form.
  o   Numbers or bullets may be used to indicate each new instruction.
  o   The language should be clear and instructive.
  o   Candidates may also choose to write each instruction on a new line or leave lines between instructions.
  o   Complete sentences are not necessary.
  o   The name of the product should be clear.

- The following may be included:

  o   Points on how to use and care for a product.   **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]

○ Always use the rubric when marking the creative essay (Paper 3, SECTION A).
○ The marks from 0–50 have been divided into 5 major level descriptors.
○ In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.
○ Structure is not affected by the upper level and lower level division.

Criteria	Level	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context	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.
30 MARKS	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 AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling	Upper level	**14–15** - Tone, register, style, 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. - Highly 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 not 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 less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
15 MARKS	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 sentences. - 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 some sense	**2** - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	**0–1** - Necessary points lacking - Sentences and paragraphs faulty
MARKS RANGE		**40–50**	**30–39**	**20–29**	**10–19**	**0–9**

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]

Criteria	Exceptional 15–18	Skilful 11–14	Moderate 8–10	Elementary 5–7	Inadequate 0–4
CONTENT, PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **18 MARKS**	- 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	- 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.	- 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.	- 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. - Has vaguely applied necessary rules of format. - Some critical oversights.	- Response reveals no knowledge of features of the type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
	10–12	8–9	6–7	4–5	0–3
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **12 MARKS**	- Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.	- 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	- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning.	- Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured.	- 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
MARKS RANGE	25–30	19–23	14–17	9–12	0–7

SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and 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. - Has vaguely applied necessary rules of format - Some critical oversights.	**0–3** - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **8 MARKS**	**7–8** - Tone, register, style, 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 is 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 obscured
MARKS RANGE	**17–20**	**13–15**	**10–11**	**7–8**	**0–5**