

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2020

ENGLISH FIRST ADDITIONAL LANGUAGE P3 EXEMPLAR

MARKS: 100

TIME: 2½ hours



This question paper consists of 7 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, etc.), edit and proofread your work. The plan must appear BEFORE each text.
- 6. All planning must be clearly indicated as such. 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.
- 10. Do NOT consider the title/heading when doing a word count.
- 11. Write neatly and legibly.

SECTION A: ESSAY

QUESTION 1

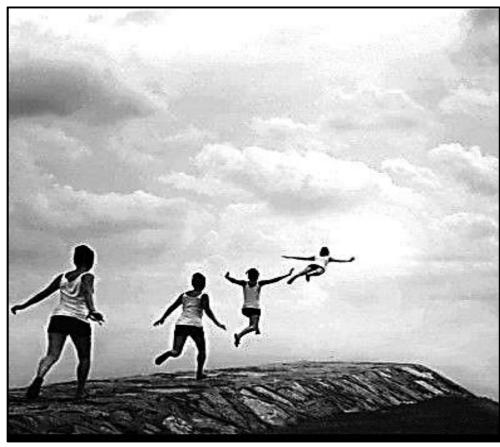
- Write an essay of between 200 and 250 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, for example 1.1 An experience that taught me my parent/parents was/were right.
- Give your OWN title if your choice is QUESTION 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

1.1	An experience that taught me my parent/parents was/were right.	[50]
1.2	Appearances can be misleading.	[50]
1.3	A mother is the most creative person.	[50]
1.4	Focus!	[50]
1.5	'Education is the passport to the future, for tomorrow belongs to those who prepare for it [tomorrow] today.' – Malcolm X	[50]
1.6	My past does not define me.	[50]

1.7 Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: Photo essays pin interest]

[50]

OR

1.7.2



[Source: Photo essays pin interest]

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

- Respond to ONE of the following 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, for example 2.1 FRIENDLY LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

2.1 FRIENDLY LETTER

Your mother/father/parent is celebrating his/her 50th birthday. You and your siblings are planning a surprise celebration, but you are not sure how to make the occasion really memorable.

Write a letter to your best friend, whose mother is very good at planning, and ask for advice.

[30]

2.2 **OBITUARY**

A young man/woman whom you knew very well has died tragically during a protest march in your community. His/Her family has asked you to write his/her obituary.

Write out the obituary. You must also pay tribute to him/her.

[30]

2.3 **REVIEW**



A new fast food restaurant has opened for business at your local garage. You and a few friends have visited the restaurant and have enjoyed a meal there.

Write a review of your visit to the fast food restaurant.

[30]

2.4 **DIALOGUE**

Your parent's friend visited your home. Your father asked you to take him/her home in his car. On your way back home, you had a minor accident. You had to inform your father about the accident.

Write out the conversation that took place between yourself and your father.

NOTE: Use the dialogue format. [30]

TOTAL SECTION B: 30

QUESTION 3: SHORTER TRANSACTIONAL TEXT

- 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, for example 3.1. INVITATION CARD.
- Spend approximately 30 minutes on this section.

3.1 INVITATION CARD

Your local rugby/soccer/netball club is celebrating its 10th anniversary. The club plans to have a tournament to celebrate this important occasion. You have been asked to send out an invitation to all the local rugby/soccer/netball clubs to participate in the tournament.

Write out the invitation.

NOTE: No marks are awarded for drawings and illustrations.

[20]

3.2 **DIARY ENTRIES**

You were experiencing sleepless nights due to a severe toothache. An appointment was made for you at a dentist.

Write TWO diary entries in which you express how you felt BEFORE and AFTER you visited the dentist.

[20]

3.3 INSTRUCTIONS

Your family has a small business which manufactures a certain product. Your father/mother has asked for your help in writing a set of instructions on how to use the product appropriately.

Write out a set of instructions on how to use and care for the product.

[20]

TOTAL SECTION C: 20 GRAND TOTAL: 100



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:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - 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 midsentence, 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 wellbalanced 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 wellbalanced 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
 - o 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:
 - o 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:
 - The name of the restaurant
 - The atmosphere of the place
 - The quality and kind of service rendered
 - 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:
 - The names of speakers should be followed by a colon
 - A new line should be used to indicate each new speaker
 - 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:
 - 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 midsentence, read to the end of that sentence.
- 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:
 - Date, venue and time
 - o Type of function
 - 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:
 - Instructions may be in point or paragraph form.
 - Numbers or bullets may be used to indicate each new instruction.
 - o The language should be clear and instructive.
 - Candidates may also choose to write each instruction on a new line or leave lines between instructions.
 - o Complete sentences are not necessary.
 - The name of the product should be clear.
- The following may be included:
 - Points on how to use and care for a product.

TOTAL SECTION C: 20 GRAND TOTAL: 100

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

 \odot Always use the rubric when marking the creative essay (Paper 3, SECTION A). \odot 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		Exceptional	Skilful	Moderate	Flementary	Inadediate
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		 Excellent response but lacks the 	 Well-crafted response. 	 Satisfactory response but some 	 Largely irrelevant response. 	 No attempt to respond to the topic
		exceptionally striking qualities of the	 Relevant and interesting ideas. 	lapses in clarity.	 Ideas tend to be 	 Completely irrelevant and
		outstanding essav	- Well organised and coherent	- Ideas are fairly coherent and	disconnected and	inappropriate
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lolle, legister, style,		- Language confident, exceptionally	- Language is effective and a consistently	- Appropriate use of language to	audience and context.	audience and context
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word choice	ıəc	 Virtually error-free in grammar and spelling. 	spelling.	 Rhetorical devices used to 	 Tone and diction are 	
Language use and	ldſ	 Highly skilfully crafted. 	- Very well crafted.	enhance content.	inappropriate.	
conventions, punctuation,	ī				 Very limited vocabulary. 	
grammar, spelling		13	10	7	4	
		- Language excellent and rhetorically	- Language engaging and generally	- Adequate use of language with	- Inadequate use of	
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sentence construction		- Sentences, paragraphs exceptionally well-	- Sentences, paragraphs logical, varied	constructed	paragraphs raulty	
		constructed.		- Essay still makes some sense	- Essay still makes sense	
5 MARKS					despite flaws.	
MARKS RANGE		40–50	30–39	20–29	10–19	6-0
			-			

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

CONTENT, PLANNING AND FORMAT - Outstanding response beyond femonstrating good response and ideas) Coganisation of ideas Organisation of ideas And EDITING AND EDI	1			
- Outstanding response beyond normal expectations normal expectations - Intelligent and mature ideas - Extensive knowledge of features of the type of text of the type of	1	8–10	2-2	4-0
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- Writing maintains focus - Coherent in content and ideas Coherent in content and ideas Highly elaborated and all details support the topic - Appropriate and accurate format - Tone, register, style, vocabulary expandience and context Grammatically accurate and well-constructed - Virtually error-free Character and well-constructed - Virtually error-free Character and well-constructed - Very good vocabulary - Wostly free of errors - Mostly free of errors	•	- Not completely focused	of text.	with major digressions.
- Coherent in content and ideas Highly elaborated and all details support the topic support the topic support topic Appropriate and accurate format with minor inaccuracies Tone, register, style, vocabulary ery audience and context Grammatically accurate and well-constructed - Virtually error-free Mostly free of errors - Highly appropriate to purpose, audience and context - Generally grammatically - Cenerally grammatically - Very good vocabulary - Very good vocabulary - Mostly free of errors		 some digressions. 	 Some focus but 	 Not coherent in content
- Highly elaborated and all details support the topic support the topic - Appropriate format with minor inaccuracies. - Tone, register, style, vocabulary audience and context Grammatically appropriate to purpose, audience and context Grammatically accurate and well-constructed accurate and well-constructed - Virtually error-free Wery good vocabulary - Westly free of errors	nd ideas.	'	writing digresses.	and ideas.
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- Tone, register, style, vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed - Virtually error-free Mostly free of errors	minor inaccuracies.	format but with some	 Has vaguely applied 	format.
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se and constructed - Very good vocabulary - Spelling constructed - Very good vocabulary - Spelling constructed - Very good vocabulary - Constitution - Constructed - Const			 Inaccurate grammar 	confused
- Very good vocabulary - Spelling - Mostly free of errors		- Adequate vocabulary	with numerous	 Vocabulary not suitable
spelling - Mostly free of errors	- Very good vocabular	- Errors do not impede	errors	for purpose
Punctuation, spelling	- Mostly free of errors	meaning.	 Limited vocabulary 	 Meaning seriously
			- Meaning is obscured.	impaired
12 MARKS				
MARKS RANGE 25–30 19–23 14–17		14–17	6–12	<i>L</i> =0

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	10-12	8-9	2-9	4-5	0–3
	- Outstanding response beyond	 Very good response 	- Adequate response	- Basic response	 Response reveals no
CINIMINA IO FINEFINOO	normal expectations	demonstrating good	demonstrating	demonstrating some	knowledge of features
CONTENT PLANNING	 Intelligent and mature ideas 	knowledge of features of	knowledge of features	knowledge of	of the type of text
AND FORMAL	 Extensive knowledge of features 	the type of text.	of the type of text.	features of the type	 Meaning is obscure
-	of the type of text	 Maintains focus – no 	 Not completely focused 	of text.	with major digressions.
(Response and Ideas)	 Writing maintains focus 	digressions.	 some digressions. 	 Some focus but 	 Not coherent in
Organisation of ideas	 Coherence in content and ideas. 	 Coherent in content and 	 Reasonably coherent 	writing digresses.	content and ideas.
tor planning	 Highly elaborated and all details 	ideas, very well	in content and ideas	 Not always coherent in 	Very few details
Purpose, audience and	support the topic	elaborated and details	 Some details support 	content and ideas.	support the topic.
reatures/conventions	 Appropriate and accurate format 	support topic.	the topic	 Few details support 	- Has not applied
and context		 Appropriate format with 	 Generally appropriate 	the topic.	necessary rules of
		minor inaccuracies.	format but with some	 Has vaguely applied 	format.
			inaccuracies.	necessary rules of	
				format	
12 MARKS				- Some critical	
				oversights.	
	7–8	5–6	4	3	0–2
LANGUAGE, STYLE	- Tone, register, style, vocabulary	- Tone, register, style and	 Tone, register, style 	- Tone, register, style	- Tone, register, style
AND EDITING	highly appropriate to purpose,	vocabulary very	and vocabulary	and vocabulary less	and vocabulary do not
	audience and context.	appropriate to purpose,	appropriate to purpose,	appropriate to	correspond to
Tone, register, style,	- Grammatically accurate and well-	audience and context	audience and context.	purpose, audience and	purpose, audience and
purpose/effect,	constructed	- Generally, grammatically	 Some grammatical 	context	context.
audience and context	 Virtually error-free. 	accurate and well-	errors	 Inaccurate grammar 	- Error-ridden and
Language use and		constructed	 Adequate vocabulary 	with numerous errors	confused
conventions.		 Very good vocabulary 	 Errors do not impede 	 Limited vocabulary 	 Vocabulary not
Word choice		 Mostly free of errors. 	meaning.	 Meaning is obscured. 	suitable for purpose
Punctuation, spelling			•	,	 Meaning seriously
8 MARKS					obscured
MARKS RANGE	17–20	13–15	10-11	7–8	0–5