



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2020

ENGLISH HOME LANGUAGE P3

MARKS: 100

TIME: 2½ hours



This question paper consists of 6 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

SECTION A:	Essay	(50)
SECTION B:	Transactional texts	(2 x 25) (50)
2. Answer ONE question from SECTION A and TWO questions from SECTION B.
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. use a mind map/diagram/flow chart/key words, etc.), edit and proofread your work. The planning must appear BEFORE the answer.
6. All planning must be clearly indicated as such. It is advisable to draw a line across all planning.
7. You are strongly advised to spend your time as follows:
 - SECTION A: approximately 80 minutes
 - SECTION B: approximately 70 minutes (2 x 35 minutes)
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading, as indicated by the question.
NOTE: The title/heading must NOT be considered when doing a word count.
10. Write neatly and legibly.

SECTION A: ESSAY**QUESTION 1**

- Write an essay of 350–400 words (approximately 2 pages) on ONE of the following topics.
- Write down the NUMBER and TITLE/HEADING of your essay.

- 1.1 'Sometimes, the things we can't change, end up changing us.' [Unknown] **[50]**
- 1.2 Unapologetic **[50]**
- 1.3 'If only our tongues were made of glass: how much more careful we would be when we speak.' [Unknown] **[50]**
- 1.4 "Cause I wished you the best of
All this world could give
And I told you when you left me
There's nothing to forgive
But I always thought you'd come back, tell me all you found was
Heartbreak and misery
It's hard for me to say, I'm jealous of the way
You're happy without me' [Labyrinth] **[50]**
- 1.5 'There is no such thing as Freedom.' [L.M. Montgomery] **[50]**

1.6 The pictures reproduced below may evoke some reaction or feeling in you, or stir your imagination.

- Select ONE picture and write an essay in response.
- Provide your essay with a suitable title.
- Write the correct topic number (1.6.1, 1.6.2 or 1.6.3).

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

1.6.1



[50]

1.6.2



[50]

1.6.3



[Source: www.pinterest.com] [50]

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS**QUESTION 2**

- Respond to TWO of the following topics.
- The body of EACH answer should be 180–200 words (20–25 lines) in length.
- Pay careful attention to the following:
 - Content and planning
 - Audience, register, tone and style
 - Choice of words and language structure
 - Format, structure and editing
- Write down the NUMBER and the TITLE/HEADING of the text you have chosen, e.g. 2.1 LETTER.

2.1 LETTER

Many hospitals and clinics have worked around the clock on skeleton staff to provide efficient medical care to those in need during the Covid-19 pandemic. Write a letter of thanks to the Chief Executive Officer, Thulane Madonsela, at Livingstone Hospital in Korsten to thank the staff for the Essential Services offered during the National Lockdown earlier this year.

[25]**2.2 FORMAL REPORT**

Write the report to demonstrate your investigations into all schools becoming online learning centres so that all students can stay at home and be taught, in light of practising social-distancing, on a more permanent basis.

[25]**2.3 LETTER TO THE EDITOR**

Write a formal letter to the editor of the *Daily Dispatch* newspaper in which you respond to a news headline you read in their paper: "Lockdown was the best thing that could have happened to me."

[25]**2.4 OBITUARY**

A legendary music icon of your favourite music genre has died after a long illness. Write his/her obituary for the online magazine *Rolling Stone*.

[25]**2.5 INTERVIEW**

Interview your local district curriculum development officer about the legitimacy of learning a compulsory second (FAL) language at school.

[25]**2.6 REVIEW**

Imagine you have read the autobiography of your favourite sportsman or sportswoman.

Write the review of this book for your local newspaper.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100



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**ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 10 pages.

INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas and the conclusion.

SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on page 8–9 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
TOTAL	50

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 10 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
TOTAL	25

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

NOTE:

- The points given below each topic in these marking guidelines serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

SECTION A: ESSAY**QUESTION 1**

Candidates are required to write ONE essay of 350–400 words (approximately 2 pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, discursive, argumentative, or any combination of these.

1.1 'Sometimes, the things we can't change, end up changing us.'**[Unknown]**

- Reflective/descriptive/narrative/argumentative/discursive
- Argumentative or discursive could focus on validity of the statement
- Could focus on personal account of change.

[50]**1.2 Unapologetic**

- Narrative/reflective
- Candidates may reflect on: something for which they will not apologise or compromise about themselves.

[50]**1.3 'If only our tongues were made of glass: how much more careful we would be when we speak.'****[Unknown]**

- Narrative/argumentative/discursive/reflective
- Candidates should demonstrate understanding of thinking before speaking or the dangers of speaking without thinking.
- This may be discussed or an anecdote may be presented to demonstrate this.
- Could reflect the damage done by our words or freedom of speech.

[50]**1.4 '... jealous, ... happy without me.'****[Labyrinth]**

- Narrative/reflective/descriptive
- Candidates may reflect on lost love (relationship) or death of someone.

[50]

1.5 'There is no such thing as Freedom.'**[L.M. Montgomery]**

- Argumentative/discursive/narrative/reflective
- Candidates may agree or disagree with statement.
- Can reflect on any freedom: Freedom of association, freedom of speech ... **[50]**

1.6 1.6.1 Hand holding picture frame

- Narrative/reflective/descriptive
- Could reflect on a journey.
- The ability to see the 'bigger picture'
- To eliminate 'noise' and focus on the positive. **[50]**

1.6.2 Camera/Photography

- Narrative/reflective/descriptive
- Focus on seeing things through the lens – focus/block out noise/capture a moment.
- Candidates could focus on being in front of or behind the camera. **[50]**

1.6.3 Courage/Scrabble board

- Narrative/reflective/descriptive/argumentative/discursive
- Can focus on the words on the board
- Discuss 'courage' being the solution to the other words on the board.
- Provide anecdote when 'courage' was needed to overcome 'worry'.
- Or more literally – discuss board games, playing board games as a pass-time. **[50]**

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS**QUESTION 2**

Candidates are required to respond to TWO of the topics set. The body of each response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

2.1 LETTER

- Must be addressed to Mr Madonsela.
- Language must be formal displaying gratitude.
- Could reflect on personal experience of need of essential services in hospital

[25]**2.2 FORMAL REPORT**

- Report should focus on viability of home-schooling supported by conventional school system.
- Positives and negatives can be discussed.
- Formal language
- Follow correct criteria of a report: To, Subject heading, Terms of reference, procedure, findings, conclusion, recommendations, signed and dated

[25]**2.3 LETTER TO THE EDITOR**

- Consider responses that agree and those that disagree with the statement.
- Candidates should focus on the positive or negatives aspects of being isolated in lockdown.
- Register should be formal, sincere and reflective.
- Opinion must show consistency.

[25]**2.4 OBITUARY**

- Formal language
- Factual details of deceased's life
- How the icon died
- Reference to his/her musical legacy
- Can mention type of music he/she was involved in
- By whom the icon is survived

[25]**2.5 INTERVIEW**

- Candidate should present an argument regarding a First Additional Language at secondary school
- Learners may offer alternate languages to be included in curriculum
- Formal register and tone

[25]

2.6 REVIEW

- Must state title of book, fulfil criteria for a review. i.e. name of characters (Sportsman or Sportswoman), author (should be same – autobiography) genre, basic plot without giving away too much detail – outlines sport they participate in, challenges and successes they have faced, where book is available, release date, publisher
- Must express opinion on book – encouraging or discouraging public to read it
- Can have a star rating

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]**NOTE:**

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS	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
	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
	Upper level				
	Lower level				

LANGUAGE, STYLE AND 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, 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 13	11–12 - Tone, register, style and vocabulary very appropriate to purpose, audience and context - Language is effective and consistently appropriate tone is used - Largely error-free in grammar and spelling. - Very well crafted 10	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 7	5–6 - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Very basic use of language - Diction is inappropriate - Very limited vocabulary 4	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 0–1
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS	Lower level	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 sense despite flaws 10–19	0–1 - Necessary points lacking. - Sentences and paragraphs faulty 0–9
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional 13–15	Skilful 10–12	Moderate 7–9	Elementary 4–6	Inadequate 0–3
CONTENT PLANNING AND FORMAT Response and ideas Organisation of ideas for planning Purpose, audience and features/ conventions and context 15 MARKS	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscured 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 10 MARKS	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured. 	<ul style="list-style-type: none"> - 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	20–25	15–19	10–14	5–9	0–4