Province of the
EASTERN CAPE
EDUCATION

NATIONAL
SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE
(EXEMPLAR)

MARKS: 100

INSTRUCTIONS AND INFORMATION

This marking guideline 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 exceeded, refer to the First Additional Language Examination Guidelines, 2021.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1   **A childhood friendship that influenced me**

Narrative/Reflective/Descriptive essay

- If narrative, a storyline illustrating the statement must be evident in which a series of events are 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   **Disappointment!**

Descriptive/Narrative/Reflective/Discursive/Argumentative 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 lead 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.
- 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.

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

1.3   **Love is better than hatred**

Reflective/Narrative/Descriptive/Discursive/Argumentative 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 lead to a positive or negative outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create the picture 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.
- 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.

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

1.4   **The lesson was …**

Narrative/Reflective/Descriptive/Discursive essay

- If narrative, a strong storyline must be evident in which a series of events leads to a positive or negative 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 the picture 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   **"It takes a dream to get started, desire to keep going and determination to finish." – Eddie Harris Jnr.**

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 the picture 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 positive or negative 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   **People's choices**

Discursive//Reflective/Narrative/Descriptive/Argumentative 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 the picture in words, trying to use as many senses as possible to make the description clear
- 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.

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

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   **Picture: Person going through a door and is handed a baby**

- **Literal interpretation**: e.g. an open door, going through a door, going through a stage of development, fatherhood, raising children, going from one phase to the next, emotional development, babies, starting a family etc.
- **Abstract interpretations**: realising your dreams, stages in life, life one step at a time, reaching your ultimate goal, etc.   **[50]**

1.8   **Picture: Mask and Rose**

- **Literal interpretation**: the different masks we wear, love and hate, tragedy and comedy, acting, concealing who you are, hiding your emotions, celebrating an event, romance, joy and sadness etc.
- **Abstract interpretations**: sadness, frustration, anger, concealing a disability or distortion of the face, concealing love, contrasts, difficulty in love, opposites 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:
    o Content, planning and format (18 marks)
    o 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 an elderly neighbour

- The following aspects of format must be included:
    o Address of sender
    o Date
    o Greeting/Salutation
    o Suitable ending

- The tone and register of the letter should be friendly and informal.
- The candidate must explain to the elderly neighbour about the noise likely to happen during party. **[30]**

2.2 **OBITUARY**

Your beloved uncle has passed on

- The tone must be formal.

- The following aspects of format must be included:
  - Full name(s) 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

- The following aspects may be included:
  - Biographical information
  - Cause of death

- Tribute must be paid to the deceased   **[30]**

2.3 **REVIEW**

- The candidates should give their own subjective view on the **book** they have read.

  The following information should be in the book review:
  - title and author of the book
  - setting
  - brief outline of the plot and
  - candidate's own evaluation of the book
  - what particular / specific moral values the book tries to impart / what values does it want to teach the youth.

- The tone and register of the review should be appropriate to the content and the target audience (the candidate's peers).

- The review must be written in paragraph form.   **[30]**

2.4   **DIALOGUE**

A conversation between yourself and your mother.

- A context must be provided at the beginning of the dialogue.

- The following aspects of the dialogue format must be included:

  o   The names of the speakers should be followed by colons.
  o   A new line should be used to indicate each new speaker.
  o   Stage directions must be indicated in brackets (if used).

- The dialogue must be between yourself and your mother.
- The tone must be informal.
- The conversation should revolve around relatives not being informed about misbehaviour.
- The 'convincing' of the mother must be clear.   **[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 mid-sentence, 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 community organisations for Arts Festival.

- The invitation must include the following aspects:
  - Recipient
  - Date, venue and time
  - Type of function must be clear
- 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**

The candidate's feelings **before** and **after** the funeral.

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the funeral.
- 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 for the prevention of the rapid spread of COVID-19.

Instructions must be in point form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and instructive.
- Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary. **[20]**

TOTAL SECTION C: **20**
GRAND TOTAL: **100**

SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]
O   Always use the rubric when marking the creative essay (Paper 3, SECTION A).
O   The marks from 0–50 have been divided into 5 major level descriptors.
O   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.
O   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**	**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
		14–15	**11–12**	**8–9**	**5–6**	**0–3**

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**		- 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.	- 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.	- 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.	- 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.	- Language incomprehensible - Tone, register, style and vocabulary less 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 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	Skilful	Moderate	Elementary	Inadequate
	15–18	**11–14**	**8–10**	**5–7**	**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
	10–12	**8–9**	**6–7**	**4–5**	**0–3**
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **12 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.
	7–8	**5–6**	**4**	**3**	**0–2**
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **8 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 obscured
MARKS RANGE	**17–20**	**13–15**	**10–11**	**7–8**	**0–5**