



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**2017**

**MARKING GUIDELINES**

**MARKS: 100**

**These marking guidelines consist of 11 pages.**

**INSTRUCTIONS AND INFORMATION**

This memorandum 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:** No additional penalties may be imposed as the rubric itself imposes penalties.

**1.1 You know my name, but ...**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture 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.

**[50]**

**1.2 My favourite destination**

Narrative/Reflective Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture 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.

**[50]****1.3 If I were given a second chance ...**

Reflective/Narrative/Descriptive

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past and the present tense. The essay must have an interesting ending.
- If descriptive, the candidate should create a picture 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.

**[50]****1.4 Nowadays there is hardly any privacy, since everything gets posted online.**

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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]**

**1.5 Our age is not determined by the date on the calendar, but by the mind.**

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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]****1.6 Happiness is a choice.**

Discursive/Argumentative/Reflective

- If discursive, the arguments for and against must be well-balanced and clearly analysed 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, feelings and emotions must be evident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]****1.7 Interpretation of pictures**

The candidate

- should give the essay a suitable title.
- may interpret the pictures in any way.
- 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: **A window**

- Literal interpretations: a view from a window, home environment.
- Figurative interpretations: a window to the world, the world of opportunities, escape into a world of your own.

**[50]**1.7.2 Picture: **A boy on shoulders**

- Literal interpretations: parent-child relationships, a delightful experience.
- Figurative interpretations: caring, racial harmony, trust.

**[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:** No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 LETTER TO THE PRESS**

A letter to the editor about road accidents

- The letter should be addressed to the editor of a newspaper.
- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- Acceptable variations of the format must be allowed.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient (Editor)
  - Address of newspaper
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The following information should be included in the letter, **among others:**
  - Details of road accidents
  - Expression of views and feelings about the accidents
  - Suggestions about ways in which future road accidents may be avoided

**[30]**

## 2.2 OBITUARY

An obituary of a teammate

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors
  - Date, time and place of funeral
  - Biographical information
- A tribute must be paid to the deceased.

[30]

## 2.3 AGENDA AND MINUTES OF A MEETING

Minutes of a meeting

- The language must be concise and formal.
- Items must be numbered.
- Headings and bullets may be used.
- The minutes must be written in the past tense.
- The following aspects of format should be included:
  - The name of the organisation
  - The date, time and place of the meeting
  - A list of people present as well as apologies tendered
  - A record of discussions and decisions/actions taken
  - The time at which the meeting ended
- The minutes must provide a summary of what was proposed and finally agreed upon.

[30]

## 2.4 DIALOGUE

A conversation between a parent/guardian and a child

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

The dialogue must be between the parent/guardian and a child

- The tone must be informal.
- The child must convince the parent/guardian.
- The following aspects of the dialogue format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon used after the name of the character who is speaking.
  - A new line used to indicate each new speaker.
  - Where necessary, actions must be given in brackets before the words are spoken.

[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:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

**3.1 FLYER**

Sale of items

- The following aspects should be included in the flyer, **among others**:
  - Eye-catching headline or slogan
  - Catchy words and phrases should be used.
  - Sufficient details of the items for sale
  - Your contact details
- The language may be formal or informal but not slang or colloquial.

**NOTE:** Do not award marks for illustrations.

**[20]**

**3.2 DIARY ENTRIES**

The candidate's feelings BEFORE and AFTER the first day at work

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the first day of work.
- 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.

**[20]**

**3.3 DIRECTIONS**

Directions to the hall

- The directions may be in either point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks.

**NOTE:** Do not award marks for illustrations.

**[20]**

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



## SCE – Marking Guidelines

**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate	
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	<b>28–30</b> -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	<b>22–24</b> -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	<b>16–18</b> -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	<b>10–12</b> -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	<b>4–6</b> -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent	
		Lower level	<b>25–27</b> -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	<b>19–21</b> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	<b>13–15</b> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	<b>7–9</b> -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	<b>0–3</b> -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
	<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>		Upper level	<b>14–15</b> -Tone, register, style and 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 -Very skilfully crafted	<b>11–12</b> -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	<b>8– 9</b> -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	<b>5–6</b> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary
		Lower level	<b>13</b> -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	<b>10</b> -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	<b>7</b> -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	<b>4</b> -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction <b>5 MARKS</b>		<b>5</b> -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	<b>4</b> -Logical development of details -Coherent -Sentences, paragraphs logical, varied	<b>3</b> -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	<b>0–1</b> -Necessary points lacking -Sentences and paragraphs faulty -Essay does not sense	
<b>MARK RANGE</b>		<b>43–50</b>	<b>33–40</b>	<b>23–30</b>	<b>13–20</b>	<b>0–10</b>	

**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

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

**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b>  -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	<b>8-9</b>  -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	<b>6-7</b>  -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	<b>4-5</b>  -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 -Necessary rules of format vaguely applied -Some critical oversights	<b>0-3</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>5-6</b>  -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	<b>4</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b>  -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
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>