



# basic education

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

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2017**

**MARKING GUIDELINES**

**MARKS: 100**

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

Examiner: *PAMEL*  
*28/10/2017*

## INSTRUCTIONS AND INFORMATION

These marking guidelines 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.
- Read up to the word count as given in the instruction.
- The ideas listed below the topics are only some ways in which the topic could 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 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 That memory will remain with me forever.

- Narrative/Descriptive/Reflective
- The following must be considered:
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

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

**[50]**

**1.2 Sometimes dreams become a reality.**

- Descriptive/Narrative/Reflective
- The following must be considered:
  - If descriptive, there must be a vivid literal or figurative description of dreams. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

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

**[50]****1.3 Write a story that includes the following words:  
If only ...**

**NOTE:** The words given in the topic **MUST** be included somewhere in the essay.

- Narrative/Descriptive/Reflective
- The following must be considered:
  - If narrative, a strong story line must be evident in which a series of events leads to the realisation of 'If only ...' There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

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

**[50]**

**1.4 South Africa – a land of cultural diversity**

- Descriptive/Narrative/Reflective/Discursive
- The following must be considered:
  - If descriptive, there must be a vivid literal or figurative description. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

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

**[50]****1.5 Reality television programmes have a positive impact on the youth. Do you agree?**

- Argumentative/Discursive
- The following must be considered:
  - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/motivation/argument for the position taken. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

**[50]****1.6 Teenagers should play a more active role in caring for the environment. Discuss this statement.**

- Discursive/Descriptive/Reflective/Narrative
- The following must be considered:
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.
  - If descriptive, there must be a vivid literal or figurative description of the role that teenagers should play in caring for the environment. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.

**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.
- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate may write in any appropriate tense.

- 1.7.1
- Literal interpretations: e.g. use of cellphones/texting/social media, etc.
  - Figurative interpretations: e.g. evolving relationships/anti-social behaviour/addiction, etc.

**[50]**

- 1.7.2
- Literal interpretations: e.g. climbing a ladder/playing games, etc.
  - Figurative interpretations: e.g. aspirations/the power of imagination/escape from reality, etc.

**[50]****TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- 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 FORMAL LETTER**

- The letter should be addressed to a businessman.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender

**[30]****2.2 OBITUARY**

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

**[30]**

**2.3 BOOK REVIEW**

- The review must include the following:
  - The title of the book
  - The name of the author
- The review must contain a brief discussion of:
  - Setting
  - Characterisation
  - Style of writing
  - Plot: outline of the story
- Judgement and recommendation

**[30]****2.4 INFORMAL SPEECH**

- The tone should be informal.
- The introduction of the speech should attract attention.
- The content of the speech should be well-developed.
- The conclusion is important.

**[30]****TOTAL SECTION B: 30**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- 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**

- The following information should be included in the flyer, among others:
  - eye-catching headline or slogan
  - catchy words and phrases should be used.
  - sufficient details of the event (e.g. date, venue, time and entrance fees).
  - 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**

- There **MUST** be TWO diary entries.
- Each entry must be dated.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must be personal and should reflect suitable emotions.

**[20]****3.3 DIRECTIONS**

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks.
- No marks are awarded for sketches or maps.

**[20]**

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



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

Criteria	Exceptional 28–30	Skilful 22–24	Moderate 16–18	Elementary 10–12	Inadequate 4–6	
<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	<ul style="list-style-type: none"> <li>-Outstanding/Striking response beyond normal expectations</li> <li>-Intelligent, thought-provoking and mature ideas</li> <li>-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>-Very well-crafted response</li> <li>-Fully relevant and interesting ideas with evidence of maturity</li> <li>-Very well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>-Satisfactory response</li> <li>-Ideas are reasonably coherent and convincing</li> <li>-Reasonably organised and coherent, including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistently coherent response</li> <li>-Unclear ideas and unoriginal</li> <li>-Little evidence of organisation and coherence</li> </ul>	
	Lower level	<ul style="list-style-type: none"> <li>-Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>-Mature and intelligent ideas</li> <li>-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<ul style="list-style-type: none"> <li>-Well-crafted response</li> <li>-Relevant and interesting ideas</li> <li>-Well organised and coherent (connected), including introduction, body and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Satisfactory response but some lapses in clarity</li> <li>-Ideas are fairly coherent and convincing</li> <li>-Some degree of organisation and coherence, including introduction, body and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Largely irrelevant response</li> <li>-Ideas tend to be disconnected and confusing</li> <li>-Hardly any evidence of organisation and coherence</li> </ul>	<ul style="list-style-type: none"> <li>-No attempt to respond to the topic</li> <li>-Completely irrelevant and inappropriate</li> <li>-Unfocused and muddled</li> </ul>
<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	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Language confident, exceptionally impressive</li> <li>-Compelling and rhetorically effective in tone</li> <li>-Virtually error-free in grammar and spelling</li> <li>-Very skilfully crafted</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Language is effective and a consistently appropriate tone is used</li> <li>-Largely error-free in grammar and spelling</li> <li>-Very well crafted</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>-Appropriate use of language to convey meaning</li> <li>-Tone is appropriate</li> <li>-Rhetorical devices used to enhance content</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Very basic use of language</li> <li>-Tone and diction are inappropriate</li> <li>-Very limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Language incomprehensible</li> <li>-Tone, register, style and vocabulary not appropriate to purpose, audience and context</li> <li>-Vocabulary limitations so extreme as to make comprehension impossible</li> </ul>
	Lower level	<ul style="list-style-type: none"> <li>-Language excellent and rhetorically effective in tone</li> <li>-Virtually error-free in grammar and spelling</li> <li>-Skilfully crafted</li> </ul>	<ul style="list-style-type: none"> <li>-Language engaging and generally effective</li> <li>-Appropriate and effective tone</li> <li>-Few errors in grammar and spelling</li> <li>-Well crafted</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate use of language with some inconsistencies</li> <li>-Tone generally appropriate and limited use of rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>-Inadequate use of language</li> <li>-Little or no variety in sentence</li> <li>-Exceptionally limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Necessary points lacking</li> <li>-Sentences and paragraphs faulty</li> <li>-Essay lacks sense</li> </ul>
<b>STRUCTURE</b> Features of text; Paragraph development and sentence construction <b>5 MARKS</b>		<ul style="list-style-type: none"> <li>-Logical development of details</li> <li>-Coherent</li> <li>-Sentences, paragraphs logical, varied</li> </ul>	<ul style="list-style-type: none"> <li>-Relevant details developed</li> <li>-Sentences, paragraphs well-constructed</li> <li>-Essay still makes sense</li> </ul>	<ul style="list-style-type: none"> <li>-Some valid points</li> <li>-Sentences and paragraphs faulty</li> <li>-Essay still makes some sense</li> </ul>	<ul style="list-style-type: none"> <li>-Necessary points lacking</li> <li>-Sentences and paragraphs faulty</li> <li>-Essay lacks sense</li> </ul>	

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

Criteria	Exceptional 15–18	Skilful 11-14	Moderate 8-10	Elementary 5-7	Inadequate 0–4
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context <b>18 MARKS</b>	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus and 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 -Necessary rules of format vaguely applied -Some critical oversights	-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, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling <b>12 MARKS</b>	-Tone, register, style and 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 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

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

Criteria	Exceptional 10–12	Skilful 8-9	Moderate 6-7	Elementary 4-5	Inadequate 0-3
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas; Features/conventions and context <b>12 MARKS</b>	<ul style="list-style-type: none"> <li>-Outstanding response beyond normal expectations</li> <li>-Intelligent and mature ideas</li> <li>-Extensive knowledge of features of the type of text</li> <li>-Writing maintains focus and coherence in content and ideas</li> <li>-Highly elaborated and all details support the topic</li> <li>-Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>-Very good response demonstrating good knowledge of features of the type of text</li> <li>-Maintains focus – no digressions</li> <li>-Coherent in content and ideas, very well elaborated and details support topic</li> <li>-Appropriate format with minor inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate response, demonstrating knowledge of features of the type of text</li> <li>-Not completely focused –some digressions</li> <li>-Reasonably coherent in content and ideas</li> <li>-Some details support the topic</li> <li>-Generally appropriate format but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>-Basic response, demonstrating some knowledge of features of the type of text</li> <li>-Some focus but writing digresses</li> <li>-Not always coherent in content and ideas</li> <li>-Few details support the topic</li> <li>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul>	<ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul>
<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>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Generally grammatically accurate and well-constructed</li> <li>-Very good vocabulary</li> <li>-Mostly free of errors</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>-Some grammatical errors</li> <li>-Adequate vocabulary</li> <li>-Errors do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Inaccurate grammar with numerous errors</li> <li>-Limited vocabulary</li> <li>-Meaning obscured</li> </ul>	<ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>-Error-ridden and confused</li> <li>-Vocabulary not suitable for purpose</li> <li>-Meaning seriously impaired</li> </ul>