



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2019**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MARKING GUIDELINE (EXEMPLAR)**

**MARKS: 100**

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This marking guideline consists of 12 pages.

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## 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 mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

#### 1.1 The worst experience I ever encountered

Narrative/Reflective/Descriptive essay

- If narrative, the essay must have a strong storyline and an interesting ending. 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 I was healed ...**

Descriptive/Narrative/Reflective essay

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, the essay must have a strong storyline and an interesting ending. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

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

[50]

**1.3 Broken things should be repaired and used again**

Reflective/Narrative/Descriptive essay

- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, the essay must have a strong storyline and an interesting ending. 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.

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

[50]

**1.4 'Do what is right, not what is easy ...' Roy T. Bennett**

Narrative/Reflective/Descriptive/Discursive/Argumentative essay

- If narrative, the essay must have a strong story line and an interesting ending. 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.
- 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]

### 1.5 Mothers / Fathers are the best teachers

Discursive/Argumentative/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 the topic 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.
- 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, the essay must have a strong storyline and an interesting ending. 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 Denial

Descriptive/Reflective/Narrative 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, the essay must have a strong story line and an interesting ending. 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]

### 1.7 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: Hand / fingers dipping into water causing ripples

- **Literal interpretation:** e.g. someone appreciating nature, hand in water, ripples in water, reflection(s) in the water, calm nature image etc.
- **Abstract interpretations:** e.g. immersion in water, baptism, importance of water sources, purity of water, humans and water, repercussions of wasting water, the ripple effects of our actions etc.

[50]

1.7.2 **Picture: Boy cleaning adult's shoes**

- **Literal interpretation:** e.g. child labour, child doing something for his father, child-parent relations, child living in poverty etc.
- **Abstract interpretations:** e.g. entrepreneurship, children's rights, how children are reared in different cultures, exploitation of children, the future of children 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 FORMAL LETTER**

Thanks to the hospital staff

- Allow for acceptable variations of format (address).
- The letter should be addressed to the local hospital staff in the town in which your school played sport.
- The tone and register should be formal.
- The letter should have introduction, body and conclusion.
  
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The hospital staff / CEO of hospital / Manager of hospital (Hospital should have a specific name)
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender

**[30]**

## 2.2 DIALOGUE

A conversation between mother and daughter / son

- The tone must be informal.
- The following aspects of format must be included:
  - A brief scenario (context) must be sketched before the speakers start speaking.
  - The names of the speakers must appear on the left-hand side of the page.
  - A colon must appear after the name of each speaker.
  - A new line must be used to indicate each speaker.
  - Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas may be explored, among others:
  - Exchange of ideas between candidate and parent about the lost cell phone.
  - There could be conflicting opinions or candidate may be submissive. **[30]**

## 2.3 INFORMAL REPORT

Relating experiences about animal treatment

- The report must:
  - Have a subject line
  - Highlight the challenges and improvements that could possibly be done.
  - The tone of the report must be formal and polite. **[30]**

## 2.4 OBITUARY

A Grade 8 learner passed away

- 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
  - Date, time and place of funeral
  - Biographical information
  - Cause of death
  - Where the person was living at the time of death
  - Key survivors (e.g. parents, siblings) and their names
- The obituary must:
  - State what was learned from the deceased
  - Pay tribute to him/her (deceased) **[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 birthday party

- The invitation must include the following aspects:
  - Date, venue and time
  - Type of function
  - Language should be suited to the context.
  - Full sentences are not necessary.

**NOTE:** No marks are awarded for drawings or illustrations.

**[20]**

**3.2 DIARY ENTRIES**

The candidate's feelings BEFORE and AFTER the wedding reception

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the wedding reception.
- 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 INSTRUCTIONS

Behavioural expectations on first date

- Instructions may be in point or paragraph 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]

○ Always use the rubric when marking the creative essay (Paper 3, SECTION A).

○ 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	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context <b>30 MARKS</b>	Upper level	28–30	22–24	16–18	10–12	4–6
		<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.</li> <li>- 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>	<ul style="list-style-type: none"> <li>- Totally irrelevant response.</li> <li>- Confused and unfocused ideas.</li> <li>- Vague and repetitive.</li> <li>- Unorganised and incoherent.</li> </ul>
	Lower level	25–27	19–21	13–15	7–9	0–3
		<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 AND 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	14–15	11–12	8–9	5–6	0–3
		<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>- Language confident, exceptionally impressive – compelling and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Highly 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 not 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 less appropriate to purpose, audience and context</li> <li>- Vocabulary limitations so extreme as to make comprehension impossible</li> </ul>
	Lower level	13	10	7	4	
		<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>	
<b>STRUCTURE</b> Features of text Paragraph development and sentence construction <b>5 MARKS</b>		5	4	3	2	0–1
		<ul style="list-style-type: none"> <li>- Excellent development of topic</li> <li>- Exceptional detail</li> <li>- Sentences, paragraphs exceptionally well-constructed</li> </ul>	<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 some sense</li> </ul>	<ul style="list-style-type: none"> <li>- Some valid points</li> <li>- Sentences and paragraphs faulty</li> <li>- Essay still makes sense despite flaws.</li> </ul>	<ul style="list-style-type: none"> <li>- Necessary points lacking</li> <li>- Sentences and paragraphs faulty</li> </ul>
<b>MARKS RANGE</b>		<b>40–50</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	<b>0–9</b>

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	<b>15–18</b>	<b>11–14</b>	<b>8–10</b>	<b>5–7</b>	<b>0–4</b>
<b>CONTENT PLANNING AND FORMAT</b>  (Response and ideas ) Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>18 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</li> <li>- 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>- Has vaguely applied necessary rules of format</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 is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
	<b>10–12</b>	<b>8–9</b>	<b>6–7</b>	<b>4–5</b>	<b>0–3</b>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>12 MARKS</b>	<ul style="list-style-type: none"> <li>- Tone, register, style, 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 is 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>
<b>MARKS RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT PLANNING AND FORMAT</b>  (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>12 MARKS</b>	<b>10-12</b>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>	<b>0-3</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</li> <li>- 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>- Has vaguely applied necessary rules of format</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 is obscure with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>8 MARKS</b>	<b>7-8</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>0-2</b>
	<ul style="list-style-type: none"> <li>- Tone, register, style, 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 is 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 obscured</li> </ul>
<b>MARKS RANGE</b>	<b>17-20</b>	<b>13-15</b>	<b>10-11</b>	<b>7-8</b>	<b>0-5</b>