

MARKING GUIDELINES

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		JUNE 2024	
SUBJECT		ENGLISH FIRST ADDITIONAL LANGUAGE	
PAPER		3	
MARK TOTAL		100	
DURATION (HOURS)		2 ½	
NUMBER OF PAGES		13	



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT



INSTRUCTIONS AND INFORMATION

This marking guideline 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 of the topic.
- Marking must be objective. Consider the background of the candidate and 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)
- **No additional penalties may be imposed as the rubric itself imposes penalties.**
- **If more than one response is given per section, the FIRST response is assessed.**
- **Adhere to the length of between 250 and 300 words as prescribed. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.**

1.1 Describe a place you loved visiting as a child.

Narrative/Descriptive/Reflective essay

The following must be considered:

- If narrative (e.g. an incident/occasion), a story with a strong story line must be evident in which a series of events takes place but must refer to the candidate's description of one specific thing/item/action or a collection of things/items/actions in relation to a location/place he/she loved to visit as a child. There must be a logical sequence of tense usage.
- If descriptive, there must be a vivid description of the occurrence or a specific event that he/she experienced.
- If reflective, there must be a personal account of thought processes and feelings/emotions about/around the experience.

(50)

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

OR



- 1.2 Is a gap year precious time for exploration and reflection or is it just an excuse for a year-long holiday? Do you agree or disagree with this statement? Discuss your opinion and give reasons for your answer.

Argumentative/Discursive essay

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 clear defence/motivation/argument of the position taken.
- If discursive, the essay must offer a balanced view of both sides of the argument. In the concluding paragraph, the candidate should conclude for/against the debated issue.

(50)

OR

- 1.3 My first encounter with the internet.

Narrative/Descriptive/Reflective essay

The following must be considered:

- If narrative (e.g. an incident/occasion), a story with a strong story line must be evident in which the candidate explains a series of events or an experience or situation of his/her first experience with the internet. There must be a logical sequence of tense usage.
- If descriptive, there must be a vivid description of an experience or an incident, where details are given of the setting or surroundings of this specific experience or situation of his/her first encounter with the internet.
- If reflective, there must be a personal account of thought processes and feelings/emotions about/around that particular experience or situation of his/her first encounter with the internet.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

(50)

OR

- 1.4 Do you think it is acceptable to eat dessert before dinner? Discuss.

Argumentative/Discursive essay

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 clear defence/motivation/argument of the position taken.
- If discursive, the essay must offer a balanced view of both sides of the argument. In the concluding paragraph, the candidate should come to a conclusion for/against the debated issue.

(50)

OR



1.5 'A winner is a dreamer who never gives up.'- Nelson Mandela

Narrative/Descriptive/Reflective essay

The following must be considered:

- If narrative (e.g. an incident/occasion), a story with a strong story line must be evident in which the candidate explains why it is important to have a dream/live for a dream/never give up on a dream in order to become a winner at something/in life. There must be a logical sequence of tense usage.
- If descriptive, there must be a vivid description of an experience or an incident where rich details are given of the setting, or the person/people/activities involved in where somebody is living his/her dream.
- If reflective, there must be a personal account of thought processes and feelings/emotions about/around a particular experience, or about the statement itself.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

(50)**OR**

1.6 A journey through space.

Narrative/Descriptive/Reflective essay

The following must be considered:

- If narrative (e.g. an incident/occasion), a story with a strong storyline must be evident in which a series of events or experiences take place but must refer to the candidates' description of the candidate's journey through space. There must be a logical sequence of tense usage.
- If descriptive, there must be a vivid description of the occurrence or a specific event(s) that he/she experienced.
- If reflective, there must be a personal account of thought processes and feelings/emotions about/around the experience.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

(50)**OR**

1.7 Imagine you are living out at sea on a boat. Describe a day in your life at sea.

Narrative/Descriptive/Reflective essay

The following must be considered:

- If narrative (e.g. an incident/occasion), a story with a strong storyline must be evident in which a series of events or experiences take place but must refer to the candidates' life at sea/on a boat at sea. There must be a logical sequence of tense usage.



- If descriptive, there must be a vivid description of the occurrence or a specific event(s) that he/she experienced.
- If reflective, there must be a personal account of thought processes and feelings/emotions about/around the experience.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

(50)

OR

1.8 Interpretation of pictures

The candidate:

- must give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay.
- must link the interpretation to the picture.
- may write in any appropriate tense.

The following ideas, among others, may be explored in response to the pictures:

EITHER

1.8.1



- abstract interpretation: e.g. personal or spiritual emotions that the picture evoked, etc.
- philosophical ideas and analytical thoughts explored, etc.
- a more literal approach might include: a description, a narration, etc.
- personal interpretation: the candidates' own experiences, etc.
- possible themes: mother and baby rhino, animal families, caring for your baby, baby animals, rhino poaching, etc.

(50)

OR



1.8.2



- abstract interpretation: e.g. personal or spiritual emotions that the picture evoked, etc.
- philosophical ideas and analytical thoughts explored, etc.
- a more literal approach might include: a description, a narration, etc.
- personal interpretation: the candidates' own experiences, etc.
- possible themes: soccer/football, playing soccer, kicking goals, sport/soccer/football around the world, soccer field, etc.

(50)**OR**

1.8.3



- abstract interpretation: e.g. personal or spiritual emotions that the picture evoked, etc.
- philosophical ideas and analytical thoughts explored, etc.
- a more literal approach might include: a description, a narration, etc.
- personal interpretation: the candidates' own experiences, etc.
- possible themes: sport/athletics, running, friendship, teamwork, accomplishments/high-five, etc.

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



SECTION B: LONGER TRANSACTIONAL TEXTS

QUESTION 2

INSTRUCTIONS TO MARKERS:

- Candidates are required to write on ONE topic only.
- Full credit must be given for the candidate's own interpretation of the topic.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas.
- Use the 30-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, planning and format (18 marks)
 - Language, style and editing (12 marks)
- **No additional penalties may be imposed as the rubric itself imposes penalties.**
- **If more than one response is given per section, the FIRST response is assessed.**
- **Adhere to the length of between 120 and 150 words as prescribed. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.**

2.1 FORMAL LETTER

A letter requesting donations to collect toys for an orphanage.

- Acceptable variations of format must be allowed.
- The letter should be addressed to the Managing Director of a company.
- The tone and register of the letter should be formal. No contractions.
- This letter must include a request to the director to get the employees of the company involved in donating toys to the charity organisation for the orphanage.
- The following aspects of format should be included:
 - Address of sender.
 - Date.
 - Recipient (Managing Director).
 - Address of company.
 - Salutation.
 - Subject line.
 - Purpose of writing and request.
 - Suitable ending.
 - Signature.
 - Name of sender.

(30)

OR



2.2 E-MAIL

Reason for missing an exam.

- The e-mail must contain the following:
 - The e-mail address of the recipient(s).
 - An e-mail subject line.
 - Salutation.
 - Name of the sender of the email.
- The language, style and register should be appropriate (formal). No contractions.
- The e-mail must provide an explanation for missing the exam and reasons why it is important for the candidate to write this exam. **(30)**

OR

2.3 REVIEW

Review of stay at a lodge.

- The tone and register should be appropriate for the target audience.
- The following information should be included in the review among others:
 - name of the lodge.
 - description of the experience.
 - the number of stars the candidate gives for the overall experience (out of five).
 - recommendation should be clear.
 - reasons for the recommendation.
- Accept different formats of the review. **(30)**

OR

2.4 INFORMAL SPEECH

An informal speech to encourage learners to sign up for the Public Speaking Contest at school.

- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
 - an introduction that captures the listeners' attention
 - well-developed points
 - a suitable conclusion. **(30)**

TOTAL SECTION B: [30]



SECTION C: SHORTER TRANSACTIONAL TEXTS

QUESTION 3

INSTRUCTIONS TO MARKERS:

- Candidates are required to write on ONE topic only.
- Full credit must be given for the candidate's own interpretation of the topic.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas.
- Use the 20-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, planning and format (12 marks)
 - Language, style and editing (8 marks)
- **No additional penalties may be imposed as the rubric itself imposes penalties.**
- **If more than one response is given per section, the FIRST response is assessed.**
- **Adhere to the length of 80–100 words as prescribed. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.**

3.1 FLYER

Anti-Bullying campaign.

- The following information must be included, among others:
 - eye-catching headline or slogan.
 - catchy words and phrases.
 - sufficient details and information on bullying.
 - contact details.
- The language should be suited to the context.

NOTE: Do not award marks for illustrations.

(20)

OR

3.2 WHATSAPP

Invitation to farewell party.

- The following aspects should be included:
 - Date, time, and venue.
 - Type of function must be clear.
 - Dress code.
 - RSVP.
- The language must be simple and informal but not slang or colloquial.

NOTE: Do not award marks for illustrations.

(20)

OR



3.3 DIRECTIONS

Navigating the computer to an online email account.

- Directions may be either in point or paragraph form.
- Numbers or bullets may be used to indicate each new direction.
- The language should be clear and instructive.
- Candidates may also choose to write each direction on a new line or leave lines between directions.
- Complete sentences are not necessary.

(20)

TOTAL SECTION C: [20]

GRAND TOTAL: [100]



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

250-300 WORDS		SUPERB	VERY GOOD	AVERAGE	SOME ELEMENTS	POOR
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	93 28–30 100 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	73 22–24 80 -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	53 16–18 60 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	33 10–12 40 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	13 4-6 20 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	83 25–27 90 -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	63 19–21 70 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	43 13–15 50 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	23 7–9 30 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0 0–3 10 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
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	93 14–15 100 -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	73 11–12 80 -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	53 8–9 60 -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	33 5–6 40 -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	0 0–3 20 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	87 13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	67 10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	47 7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	27 4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence 5 MARKS		100 5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	80 4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	60 3 -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes some sense	40 2 -Some valid points -Sentences and paragraphs faulty -Essay still makes sense	0 0–1 20 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE		43–50	33–40	23–30	13–20	0–10


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

120-150 words	SUPERB	VERY GOOD	AVERAGE	SOME ELEMENTS	POOR
Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	83 15–18 100 -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	61 11–14 78 -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	44 8–10 56 -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	28 5–7 39 -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	0 0–4 22 -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
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	83 10–12 100 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	67 8–9 75 -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	50 6–7 58 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	33 4–5 42 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0 0–3 25 -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
MARK RANGE	25–30	19–23	14–17	9–12	0–7



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

80-100 words	SUPERB	VERY GOOD	AVERAGE	SOME ELEMENTS	POOR
	83 10–12 100	67 8-9 75	50 6-7 58	33 4-5 42	0 0-3 25
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; 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 -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
	88 7–8 100	63 5-6 75	50 4	38 3	0 0–2 25
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	-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
MARK RANGE	17–20	13–15	10-11	7-8	0–5