

# MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	MAY/JUNE 2025
SUBJECT	ENGLISH HOME LANGUAGE
PAPER	3
MARK TOTAL	100
DURATION (HOURS)	3
NUMBER OF PAGES	10



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## INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language usage.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.



## SUGGESTED APPROACH TO MARKING

### SECTION A: ESSAY

Refer to SECTION A: Rubric for assessing essay found on pages 8-9 of this marking guideline.

CRITERIA USED FOR ASSESSMENT	MARKS
CONTENT AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
<b>TOTAL</b>	<b>50</b>

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

#### NOTE:

An essay cannot be assessed without any indication that it has been read and awarded marks accordingly. The final mark awarded on the essay must be justifiable.

Unlike the summary where there is a very strict word limit, the essay is creative work. If an essay is flowing in terms of creativity and captivating to the reader, it becomes unfair to focus only on the length at the expense of the content. The rule of thumb is that no additional penalties may be imposed as the rubric itself imposes penalties.

### SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 10 of this marking guideline.

CRITERIA FOR ASSESSMENT	MARKS
CONTENT, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
<b>TOTAL</b>	<b>25</b>

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

**NOTE:**

- Various formats of transactional/referential/informational texts have been taught/are currently in practice. These must be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

**PLEASE NOTE:**

- The points given below each topic in this marking guidelines serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

**SECTION A: ESSAY****QUESTION 1**

Candidates are required to write ONE essay of 400 – 450 words (2–2 ½ pages) on ONE of the given topics. (Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive or any combination of these).

**1.1 Begin your essay with the following sentence.**

**Overnight, the grass had grown waist high.**

- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/figurative/metaphorical/fantastical/philosophical/narrative responses.

**[50]****1.2 The representation of women's sport in mainstream media.**

- Candidates must respond to all parts of the statement.
- Credit literal/figurative/metaphorical/philosophical/narrative responses.

**[50]****1.3 Keeping wild animals as pets.**

- Candidates could explore the benefits or negative impacts of keeping wild animals as pets.
- Credit literal/figurative/metaphorical/fantastical/philosophical/narrative responses.
- Candidates could focus on ONE or more wild animals.

**[50]**



1.4 **'Writing is a way to talk without being interrupted.'**

(Maya Angelo)

- Candidates must explore all aspects of the statement.
- Credit literal/figurative/ metaphorical/fantastical/philosophical/narrative responses.

[50]

1.5 **'Our coming-of-age has come and gone.**

**Suddenly the summer – it's clear**

**I never had the courage of my convictions**

**As long as danger is near ...'**

(Taylor Swift)

- Candidates could explore ALL parts of the question, OR the part before the dash OR the part after the dash.
- Credit literal/figurative/metaphorical/philosophical/narrative responses.

[50]

1.6 NOTE: There must be a CLEAR LINK between the essay and the stimulus that the candidate has selected.

1.6.1 **The ladder up to the moon/stars/sky/into space**

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical/ narrative responses.

[50]

1.6.2 **The human-less figure**

- Credit literal/ figurative/ metaphorical/ fantastical/philosophical/ narrative responses.

[50]

1.6.3 **The mouse trap**

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical/ narrative responses.

[50]

**TOTAL SECTION A: 50**



## SECTION B: TRANSACTIONAL TEXTS

### QUESTION 2

Candidates are required to respond to TWO of the topics set. The body of the responses should be 180 – 200 words (20 – 25 lines) in length. The language, register, style and tone should be appropriate to the context.

#### 2.1 FRIENDLY LETTER

- Candidates must refer to the teacher's absence at the forthcoming valediction and focus on the impact s/he has had upon the learner's life
- Candidates must use the appropriate tone and register. **[25]**

#### 2.2 MAGAZINE ARTICLE

- Candidates must include a discussion of the significance of Heritage Day in South Africa and its colloquial reference to 'National Braai Day'.
- Candidates could make reference to their personal heritage in support of their views.
- Candidates must use the appropriate tone, register, and format. **[25]**

#### 2.3 REPORT

- Candidates must convey their personal experiences and insights acquired during the exchange programme, and suggest how these could assist in further developing the student-exchange programme of the funding organisation
- Candidates must use the appropriate tone, register and format for a report. **[25]**

#### 2.4 DIALOGUE

- The dialogue should highlight the sibling's doubts/opinions with regard to the context provided and the candidate's appropriate responses.
- Candidates must use the appropriate tone and register.
- Candidates must use an appropriate format for a dialogue. **[25]**

#### 2.5 FORMAL LETTER OF COMPLAINT

- Candidates should include details of the company pestering them.
- Candidates should emphasise the impact of being harassed.
- Candidates must use the appropriate tone and register.
- Candidates must use the correct format for a letter of complaint. **[25]**



## 2.6 COVER LETTER AND CV

- The covering letter must be a motivation specifically linked to the requirements of the advertisement.
- The CV should highlight the candidate's skills appropriate to the requirements of the advertisement.
- Candidates must use the appropriate tone and register.
- Candidates must use the correct format for a cover letter.
- Candidates must use an appropriate format for the CV. [25]

**TOTAL SECTION B: 50**

**GRAND TOTAL: 100**



## SECTION A: ASSESSMENT RUBRIC FOR THE ESSAY

**[50 MARKS]**

CRITERIA		Exceptional	Skilful	Moderate	Elementary	Inadequate
		28-30	22-24	16-18	10-12	4-6
<b>CONTENT</b> Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text  <b>30 MARKS</b>	<b>Upper level</b>	Outstanding response beyond normal expectations; Intelligent, thought-provoking and mature ideas; Exceptionally well-organised and coherent, including introduction, body and conclusion	Very well-crafted response; Fully relevant and interesting ideas with evidence of maturity; Very well-organised and coherent, including introduction, body and conclusion	Satisfactory response; Ideas are reasonably convincing; Reasonably organised and coherent including introduction, body and conclusion	Inconsistently coherent response; Unclear ideas and unoriginal; Little evidence of organisation and coherence	Totally irrelevant response; Confused and unfocused ideas; Vague and repetitive; Disorganised and incoherent
	<b>Lower level</b>	Excellent response but lacks the exceptionally striking qualities of the outstanding essay; Mature and intelligent ideas; Skilfully organised and coherent including introduction, body and conclusion	Well-crafted response; Relevant and interesting ideas; Well-organised and coherent, including introduction, body and conclusion	Satisfactory response but some lapses in clarity; Ideas are fairly coherent and convincing; Some degree of organisation and coherence including introduction, body and conclusion	Largely irrelevant response; Ideas tend to be disconnected and confusing; Hardly any evidence of organisation and coherence	No attempt to respond to the topic; Completely irrelevant and inappropriate; Unfocused and muddled



		14-15	10-11	6-7	2-3	0
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context; Language use and conventions; Word choice; Punctuation, grammar and spelling  <b>15 MARKS</b>	<b>Upper level</b>	Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Language confident, exceptionally impressive; Compelling and rhetorically effective in tone; Virtually error-free in grammar and spelling; Highly skilfully crafted	Tone, register, style, vocabulary largely appropriate to purpose, audience and context; Language is effective and a consistently appropriate tone is used; Largely error-free in grammar and spelling; Very well crafted	Tone, register, style, vocabulary appropriate to purpose, audience and context; Appropriate use of language to convey meaning; Tone is appropriate; Rhetorical devices used to enhance content	Tone, register, style, vocabulary less appropriate to purpose, audience and context; Very basic use of language; Tone and diction are inappropriate; Very limited vocabulary	Tone, register, style, vocabulary not appropriate to purpose, audience and context;  Language incomprehensible;  Vocabulary limitations so extreme as to make comprehension impossible
	<b>Lower level</b>	<b>12-13</b> Language excellent and rhetorically effective in tone; Virtually error-free in grammar and spelling; Skilfully crafted	<b>8-9</b> Language engaging and generally effective; Appropriate and effective tone; Few errors in grammar and spelling; Well-crafted	<b>4-5</b> Adequate use of language with some inconsistencies; Tone generally appropriate and limited use of rhetorical devices	<b>1</b> Inadequate use of language; Little or no variety in sentence; Exceptionally limited vocabulary	
<b>STRUCTURE</b>  <b>5 MARKS</b>		<b>5</b> Excellent development of topic; Exceptional detail; Sentences and paragraphs are exceptionally well-constructed	<b>4</b> Logical development of topic; Coherent; Sentences and paragraphs are logical and varied	<b>3</b> Relevant details developed; Sentences and paragraphs are well-constructed; Essay still makes sense	<b>2</b> Some valid points; Sentences and paragraphs faulty; Essay still makes some sense	<b>1</b> Necessary points lacking; Sentences and paragraphs faulty; Essay lacks sense



## SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT

[25 MARKS]

CRITERIA	Exceptional 12-15	Skilful 9-11	Moderate 6-8	Elementary 4-5	Inadequate 0-3
<p><b>CONTENT</b> Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text</p> <p><b>15 MARKS</b></p>	<p>Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format</p>	<p>Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies</p>	<p>Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies</p>	<p>Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights</p>	<p>Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format</p>
<p><b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>10 MARKS</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>Tone, register, style and vocabulary largely appropriate to purpose, audience and context; Generally grammatically accurate and well-constructed; Very good vocabulary; Mostly free of errors</p>	<p>Tone, register, style and vocabulary appropriate to purpose, audience and context; Adequate vocabulary; Some grammatical errors; Errors do not impede meaning</p>	<p>Tone, register, style and vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning is obscured</p>	<p>Tone, register, style and vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired</p>