

MARKING GUIDELINES

EXAMINATION NATIONAL SENIOR CERTIFICATE	
GRADE	12
DATE	MAY/JUNE 2026
SUBJECT	ENGLISH HOME LANGUAGE
PAPER	3
MARK TOTAL	100
DURATION (HOURS)	3
NUMBER OF PAGES	11



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

FINAL APPROVED MARKING GUIDELINES	
DATE OF MEETING	
UMALUSI MODERATOR	
CHIEF MARKER	
INTERNAL MODERATOR	



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 9–10 of this marking guideline.

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

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.
4. 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.
5. 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 11 of this marking guideline.

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

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 Travelling

- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/figurative/narrative/philosophical/reflective/discursive responses. **[50]**

OR

1.2 A brick. A wall. A sanctuary.

- Candidates must focus on all parts of the topic.
- Candidates could explore a wide range of experiences related to the topic.
- Credit descriptive literal/figurative/metaphorical/fantastical/philosophical/narrative responses. **[50]**

OR

1.3 However dark the night, the dawn will break.

[Adapted from an African Proverb]

- Candidates must respond to all parts of the topic.
- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/narrative/figurative/metaphorical/fantastical/philosophical responses. **[50]**

OR

1.4 Of course, I want to save the rhino, but what about humankind?

- Candidates must focus on both parts of the question.
- Candidates could frame their debate to support either the rhinos or the humans, or present a balanced perspective.
- Credit literal/figurative/philosophical/reflective/fantastical/discursive responses. **[50]**

OR



- 1.5 **‘Another turning point, a fork stuck in the road
Time grabs you by the wrist, directs you where to go
So, make the best of this test ...’.**

[Lyrics from *Good Riddance (Time of Your Life)*: Green Day]

- Candidates could explore ALL parts of the topic, OR parts thereof.
- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/narrative/figurative/metaphorical/philosophical/narrative responses.

[50]

OR

- 1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.

- 1.6.1 **Man and machine/A helping hand/The human-AI-partnership/Support in the digital age**

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

[50]

OR

- 1.6.2 **The library/A world of books/Reading**

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

[50]

OR

- 1.6.3 **The joy of dancing/Cultural celebration**

- Credit narrative/literal/figurative/metaphorical/fantastical/philosophical/ 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 MAGAZINE ARTICLE

- Candidates must include a clear view about whether a Realist or an Idealist is better positioned to drive meaningful change in a community.
- Candidates could refer to their personal experiences in support of their views.
- Candidates must use the appropriate tone, register and format.
- Candidates could present a mixed or balanced viewpoint.

[25]

OR

2.2 INTERVIEW

- The interview must focus on the financial challenges of school leavers who are hoping to further their studies.
- Candidates must use the appropriate tone and register.
- Candidates must use an appropriate format for an interview.

[25]

OR

2.3 FORMAL LETTER OF COMPLAINT

- Candidates must provide their concerns regarding the inclusion of notoriously obtained sportswear in the store directory.
- Candidates could emphasise the impact the brand could have on the image of the managing company.
- Candidates must use the appropriate tone and register.
- The correct format for a letter of complaint must be used.

[25]

OR

2.4 SPEECH

- Candidates must focus on the link between rapid digitalisation and disinformation.
- Candidates could include anecdotes or examples that show insights into youth experiences and online behaviour.
- Candidates must use the appropriate tone and register.

[25]

OR



2.5 OBITUARY

- The purpose of the obituary must be fulfilled.
- The focus should be on the friend who was an up-and-coming sports star and the tragic circumstances of his/her demise.
- Candidates must show understanding of an obituary as opposed to a eulogy.
- Candidates must use the appropriate tone, register and format with details provided in a cogent manner.

[25]

OR

2.6 AGENDA AND MINUTES OF A MEETING

- Minutes should include the items from the agenda of the previous meeting.
- Resolutions taken must reflect the matters under discussion.
- The appropriate format with suitable headings and subheadings must be used.

[25]

TOTAL SECTION B: [50]

GRAND TOTAL: [100]



SECTION A: ASSESSMENT RUBRIC FOR THE ESSAY

[50 MARKS]

CRITERIA		Exceptional 28–30	Skilful 22–24	Moderate 16–18	Elementary 10–12	Inadequate 4–6
CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text 30 MARKS	Upper level	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
	Lower level	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



ASSESSMENT RUBRIC FOR THE ESSAY – Continued

LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Language use and conventions; Word choice; Punctuation, grammar and spelling 15 MARKS	Upper level	14-15	10-11	6-7	2-3	0
		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
	Lower level	12-13	8-9	4-5	1	
		Language excellent and rhetorically effective in tone; Virtually error-free in grammar and spelling; Skilfully crafted	Language engaging and generally effective; Appropriate and effective tone; Few errors in grammar and spelling; Well-crafted	Adequate use of language with some inconsistencies; Tone generally appropriate and limited use of rhetorical devices	Inadequate use of language; Little or no variety in sentence; Exceptionally limited vocabulary	
STRUCTURE 5 MARKS		5	4	3	2	1
		Excellent development of topic; Exceptional detail; Sentences and paragraphs are exceptionally well-constructed	Logical development of topic; Coherent. Sentences and paragraphs are logical and varied	Relevant details developed; Sentences and paragraphs are well-constructed; Essay still makes sense	Some valid points; Sentences and paragraphs faulty; Essay still makes some sense	Necessary points lacking; Sentences and paragraphs faulty; Essay lacks sense



SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT

[25 MARKS]

CRITERIA	Exceptional	Skilful	Moderate	Elementary	Inadequate
	12-15	9-11	6-8	4-5	0-3
CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text 15 MARKS	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	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	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	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	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
	8-10	6-7	4-5	2-3	0-1
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 10 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 largely 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; Adequate vocabulary; Some grammatical errors; 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 is obscured	Tone, register, style and vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired