

# MARKING GUIDELINES

| <b>EXAMINATION</b>      | <b>NATIONAL SENIOR CERTIFICATE</b> |
|-------------------------|------------------------------------|
| <b>GRADE</b>            | 12                                 |
| <b>DATE</b>             | NOVEMBER 2025                      |
| <b>SUBJECT</b>          | ENGLISH HOME LANGUAGE              |
| <b>PAPER</b>            | 3                                  |
| <b>MARK TOTAL</b>       | 100                                |
| <b>DURATION (HOURS)</b> | 3                                  |
| <b>NUMBER OF PAGES</b>  | 9                                  |



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE  
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

## FINAL APPROVED MARKING GUIDELINES

|                           |  |
|---------------------------|--|
| <b>DATE OF MEETING</b>    |  |
| <b>UMALUSI MODERATOR</b>  |  |
| <b>CHIEF MARKER</b>       |  |
| <b>INTERNAL MODERATOR</b> |  |

## 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 7- 8 of this marking guideline. (full justification)

| 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 9 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 We set off down the road.**

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

**[50]****1.2 'No one ever tells you that bravery feels like fear.'****[Mary Kate Teske]**

- Candidates must focus on both 'bravery' and 'fear'.
- Credit literal/ figurative/narrative/philosophical/reflective/expository responses.

**[50]****1.3 Social media influencers are a bane of society.**

- Candidates may agree or disagree with the statement.
- Candidates could present a mixed view on the statement.
- Credit descriptive/literal/figurative/metaphorical/fantastical/philosophical/narrative responses.

**[50]**

**1.4 If only time was on Mother Nature’s side.**

- Candidates could argue that human activity (such as pollution, overfishing, deforestation and climate change) impacts on the environment faster than it can recover.
- Candidates could focus on the urgency of environmental issues and the need for intervention before it is too late.
- Candidates could argue against the statement.
- Candidates could provide a balanced or mixed response to the statement.
- Credit literal/narrative/figurative/philosophical/reflective/discursive/fantastical responses.

**[50]**

**1.5 ‘For last year’s words belong to last year’s language and next year’s words await another voice.’**

**[T.S. Eliot, Four Quartets]**

- Candidates must respond to both parts of the topic.
- Candidates should focus on the importance of renewal and transformation.
- Candidates could disagree with the notion presented in the quotation.
- Candidates could present a balanced or mixed response to the quotation.
- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/narrative/figurative/philosophical/reflective/discursive/fantastical 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 Lighthouse**

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

**[50]**

**1.6.2 Children running through the woods**

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

**[50]**

**1.6.3 The magnifying glass and the eye**

- 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 MAGAZINE ARTICLE

- Candidates must focus on both parts of the question.
- Candidates must use the appropriate tone, register and format. **[25]**

#### 2.2 LETTER OF CONGRATULATIONS

- Candidates must focus on acknowledging the friend's achievements and significance of her/his role.
- Candidates must emphasise the responsibilities of the role focusing on youth issues in South Africa.
- Candidates must use the appropriate tone, register and format. **[25]**

#### 2.3 OBITUARY

- The focus should be on the person's service/influence in the online community.
- Candidate must show understanding of an obituary as opposed to a eulogy.
- Candidates must use the appropriate tone, register and format. **[25]**

#### 2.4 DIALOGUE

- Candidates must demonstrate an understanding of the scenario.
- Candidates must explore both parts of the question.
- Candidates must use the appropriate tone and register.
- A valid dialogue format must be used. **[25]**

#### 2.5 LETTER OF APPLICATION

- Candidates should provide a convincing motivation for being a suitable candidate for the role advertised.
- Candidates must make reference to videographers, youth sport and interactive digital platforms.
- Candidates must use the appropriate tone, register and format. **[25]**

#### 2.6 SPEECH

- Candidates should focus on the reasons for displaying the images.
- Candidates could explore emotions/ choices/ processes involved in the art of photography.
- Candidates must use the appropriate tone and register. **[25]**

**TOTAL SECTION B: [50]**

**GRAND TOTAL: [100]**



## SECTION A: ASSESSMENT RUBRIC FOR THE ESSAY

**[50 MARKS]**

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



## ASSESSMENT RUBRIC FOR THE ESSAY – Continued

|  |             | 14-15  | 10-11  | 6-7  | 2-3  | 0  |
|--|-------------|--|--|--|--|--|
| <b>LANGUAGE, STYLE AND EDITING</b><br>Tone, register, style, vocabulary appropriate to purpose/effect and context; Language use and conventions; Word choice; Punctuation, grammar and spelling<br><br><b>15 MARKS</b> | Upper level | 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  |  |
|  |             | 5  | 4  | 3  | 2  | 1  |
| <b>STRUCTURE</b><br><br><b>5 MARKS</b>   |             | 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   |
| <p><b>CONTENT</b><br/>Response and ideas;<br/>Organisation of ideas and planning;<br/>Purpose, audience and features of text</p> <p><b>15 MARKS</b></p>   | <p>Outstanding response beyond normal expectations;<br/>Intelligent and mature ideas;<br/>Extensive knowledge of type of text;<br/>Writing maintains focus;<br/>Coherence in content and ideas;<br/>Highly elaborated and all details support topic;<br/>Appropriate format</p> | <p>Very good response – good knowledge of type of text;<br/>Maintains focus – no digressions;<br/>Coherent in content and ideas;<br/>Well-elaborated and details support topic;<br/>Appropriate format with minor inaccuracies</p> | <p>Adequate response – knowledge of type of text;<br/>Not completely focused – some digressions;<br/>Reasonably coherent on content and ideas;<br/>Some details support the topic;<br/>Generally appropriate format but with some inaccuracies</p> | <p>Basic response –some knowledge of type of text;<br/>Some focus but writing digresses;<br/>Not always coherent on content and ideas;<br/>Few details support the topic;<br/>Vaguely applied rules of format;<br/>Some critical oversights</p> | <p>Response reveals no knowledge of type of text;<br/>Meaning is obscure with major digressions;<br/>Not coherent in content and ideas;<br/>Very few details support topic;<br/>Has not applied necessary rules of format</p> |
| <p><b>LANGUAGE, STYLE AND EDITING</b><br/>Tone, register, style, purpose/effect, audience and context;<br/>Language use and conventions;<br/>Word choice;<br/>Punctuation and spelling</p> <p><b>10 MARKS</b></p> | <p>8-10<br/>Tone, register, style and vocabulary highly appropriate to purpose, audience and context;<br/>Grammatically accurate and well-constructed;<br/>Virtually error-free</p>   | <p>6-7<br/>Tone, register, style and vocabulary largely appropriate to purpose, audience and context;<br/>Generally grammatically accurate and well-constructed;<br/>Very good vocabulary;<br/>Mostly free of errors</p>           | <p>4-5<br/>Tone, register, style and vocabulary appropriate to purpose, audience and context;<br/>Adequate vocabulary;<br/>Some grammatical errors;<br/>Errors do not impede meaning</p>   | <p>2-3<br/>Tone, register, style and vocabulary less appropriate to purpose, audience and context;<br/>Inaccurate grammar with numerous errors;<br/>Limited vocabulary;<br/>Meaning is obscured</p>   | <p>0-1<br/>Tone, register, style and vocabulary not appropriate to purpose, audience and context;<br/>Error-ridden and confusing;<br/>Vocabulary not suitable for purpose;<br/>Meaning seriously impaired</p>                 |