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GRADE 11

NOVEMBER 2017

**ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 8 pages.

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.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas, and the conclusion.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. Therefore, this has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY****1.1 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive
- The generation gap
- Development/transition
- Family dynamics

[50]**1.2 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive
- The future/looking forward to something
- Optimism

[50]**1.3 POSSIBLE RESPONSES:**

- Argumentative/discursive/narrative/reflective
- Personal responsibility
- Freedom vs. accountability

[50]**1.4 POSSIBLE RESPONSES:**

- Argumentative/discursive/narrative/reflective
- Being daring/adventurous/fearless
- Leaving your mark/making a difference

[50]**1.5 POSSIBLE RESPONSES:**

- Discursive/narrative/reflective/descriptive
- Awareness of life's possibilities
- Discovering opportunities

[50]**1.6 1.6.1 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Travel
- Spinning out of control/maintaining control
- Time/life revolving/cycles

[50]**1.6.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Believing in yourself/ambition/proving yourself
- Hiding/exposing your inner feelings

[50]

1.6.3 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Standing your ground/resilience/survival
- Rhino poaching/nature conservation
- Feeling trapped/on the verge of freedom

[50]**INSTRUCTIONS TO MARKERS**

Refer to SECTION A: Rubric for Assessing an Essay found on page 7 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5

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.

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS

Learners are instructed to answer TWO questions.

QUESTION 2**2.1 REVIEW**

- Focus on name, décor, menu and relevance to teenage target market
 - Reference to the aspects of a review
 - Recommendation or not
- [25]

2.2 FORMAL LETTER OF COMPLAINT

- Formal register
 - Reference to the offending remarks
 - Suggestions regarding possible steps to be taken
- [25]

2.3 CV AND COVERING LETTER

- Identification of talent competition
 - CV must be aligned to covering letter
 - Motivation of participation in competition
- [25]

2.4 ARTICLE

- Suitable heading
 - Identification of problems
 - Advice on dealing with the challenges
- [25]

2.5 FORMAL SPEECH

- Formal situation
 - Focus is on effective planning of future
 - Peer target audience
- [25]

2.6 INTERVIEW

- Regret vs. failure/taking a chance
 - Inspirational content required
 - Dialogue format
- [25]

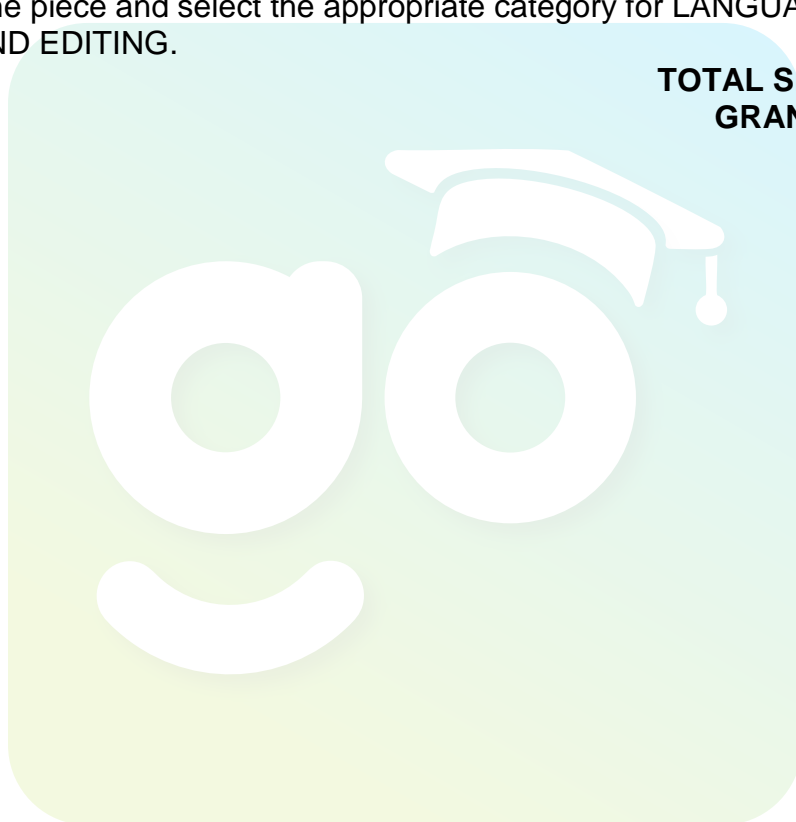
INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 8 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	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.

TOTAL SECTION B: 50
GRAND TOTAL: 100



SECTION A: ASSESSEMENT RUBRIC FOR ESSAY– HOME LANGUAGE [50 MARKS]

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	28–30 - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	22–24 - 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.	16–18 - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	10–12 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	4–6 - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
	Lower level	25–27 - 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.	19–21 - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	13–15 - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	7–9 - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	0–3 - 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	14–15 - 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.	11–12 - 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.	8–9 - 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.	5–6 - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Very basic use of language. - Diction is inappropriate. - Very limited vocabulary.	0–3 - Language incomprehensible - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
	Lower level	13 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	10 - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted	7 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	4 - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS		5 - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	4 - Logical development of details. - Coherent - Sentences, paragraphs logical, varied.	3 - Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes sense.	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	0–1 - Necessary points lacking. - Sentences and paragraphs faulty.
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT Response and ideas Organisation of ideas for planning Purpose, audience and features/conventions and context 15 MARKS	13–15 <ul style="list-style-type: none"> - 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. 	10–12 <ul style="list-style-type: none"> - 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. 	7–9 <ul style="list-style-type: none"> - 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. 	4–6 <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - Has vaguely applied necessary rules of format - Some critical oversights. 	0–3 <ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. Very few details support the topic. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 10 MARKS	9–10 <ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free. 	7–8 <ul style="list-style-type: none"> - 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 	5–6 <ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning 	3–4 <ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured. 	0–2 <ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose. - Meaning seriously obscured.
MARKS RANGE	20–25	15–19	10–14	5–9	0–4