



Access fun Grade 8–12 quizzes, matric past papers, K53 learner mock tests, and NBT prep!

*All in one easy-to-use app.*

**DOWNLOAD GO STUDY NOW**



Tap on the buttons above to download the app

 [www.gostudy.club](http://www.gostudy.club)



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2020**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MARKING GUIDELINE  
EXEMPLAR**

**MARKS: 100**

---

This marking guideline consists of 12 pages.

---

**INSTRUCTIONS AND INFORMATION**

This memorandum must be used in conjunction with the attached English FAL assessment rubrics for SECTIONS A, B and C.

**NOTE:** All pieces of writing should be read at least TWICE during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

**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 topics can be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

**NOTE:**

- Adhere to the length of 200–250 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

**1.1 An experience that taught me my parent/parents was/were right.**

Narrative/Reflective/Descriptive essay

- If narrative, a storyline illustrating the statement must be evident in which a series of events is shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If descriptive, there must be a vivid description of an experience/incident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.

**[50]**

**1.2 Appearances can be misleading.**

Descriptive/Narrative/Reflective/Discursive essay

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.

- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.

**[50]**

### 1.3 A mother is the most creative person.

Reflective/Narrative/Descriptive/Discursive essay

- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.

**[50]**

### 1.4 Focus!

Narrative/Reflective/Descriptive/Discursive essay

- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If reflective, the candidate must still take a stance for or against the topic.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.

**[50]**

**1.5 'Education is the passport to the future, for tomorrow belongs to those who prepare for it [tomorrow] today.' – Malcolm X**

Discursive/Descriptive/Reflective/Narrative essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.

**[50]**

**1.6 My past does not define me.**

Discursive/Reflective/Narrative/Descriptive essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.

**[50]**

**1.7 Interpretation of pictures**

- The candidate may interpret the picture in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the pictures.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.
- The following ideas, among others, may be explored in response to the pictures.

**1.7.1 Picture: Young person on launching pad, running and launching out in flight**

- **Literal interpretation:** e.g. launching out, being young, youthfulness, sport, athletics, running, flying, the future, the weather etc.
- **Abstract interpretation:** the sky is the limit, facing challenges, flying into the future, sporting careers, advancement in life, dreams, reaching for the sky etc.

**[50]****1.7.2 Picture: African pot loaded with coins and notes**

- **Literal interpretation:** e.g. the pot of gold at the end of the rainbow, African roots, African values, how African society views/values money, African living, African cuisine food/diet, lucky charms etc.
- **Abstract interpretation:** e.g. entrepreneurship, unemployment, how traditional monetary systems work, poverty alleviation, treasure, a lucky find etc.

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



**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2****INSTRUCTIONS TO MARKERS**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. 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)

**NOTE:**

- Adhere to the length of 120–150 words as prescribed in the CAPS document.
- However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 FRIENDLY LETTER**

A letter to a friend

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone should be friendly and informal.
- The letter should be about requesting assistance from a friend's mother. **[30]**

**2.2 OBITUARY**

A young man/woman died tragically in a community protest

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birth place
  - Where the person was living at the time of death
  - Key survivors
- The following aspects may be included:
  - Biographical information
  - Cause of death
  - Date, time and place of funeral
- Tribute must be paid to the deceased. **[30]**

**2.3 REVIEW**

Review of new fast food restaurant at the local garage

- The review must include the following:
  - The name of the restaurant
  - The atmosphere of the place
  - The quality and kind of service rendered
  - The quality and kind of food served and prices
- The review must include a brief discussion of
  - Judgement and recommendation.

**[30]****2.4 DIALOGUE**

A conversation between yourself and your father

- A context must be provided at the beginning of the dialogue.
- The following aspects of format must be included:
  - The names of speakers should be followed by a colon
  - A new line should be used to indicate each new speaker
  - Stage directions can be included and must be enclosed in brackets (if used)
- The dialogue must be between yourself and your father.
- The tone must be formal.
- The conversation must be about informing your father about the accident.

**[30]****TOTAL SECTION B: 30**



**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3****INSTRUCTIONS TO MARKERS**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. 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)

**NOTE:**

- Adhere to the length of 80–100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 INVITATION CARD**

Invitation to 10<sup>th</sup> anniversary celebrations of rugby/soccer/netball club.

- The invitation must include the following aspects:
  - Date, venue and time
  - Type of function
  - A theme may be included
- Language should be suited to the context.
- Full sentences are not necessary.

**NOTE:** No marks are awarded for drawings and illustrations.

**[20]**

**3.2 DIARY ENTRIES**

Candidates' feelings **before** and **after** a visit to a dentist.

- There **MUST** be TWO diary entries with two different dates/times.
- The entries should express the candidates' feelings **before** and **after** a visit to a dentist.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

**[20]**

### 3.3 INSTRUCTIONS

Instructions on how to use and care for a product.

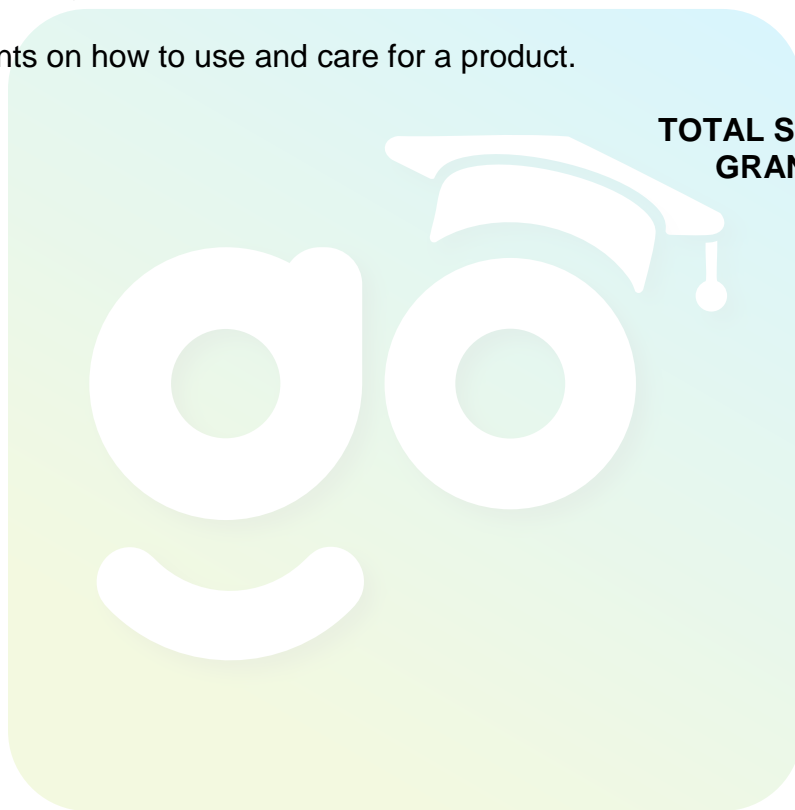
- The following aspects should be included:
  - Instructions may be in point or paragraph form.
  - Numbers or bullets may be used to indicate each new instruction.
  - The language should be clear and instructive.
  - Candidates may also choose to write each instruction on a new line or leave lines between instructions.
  - Complete sentences are not necessary.
  - The name of the product should be clear.

- The following may be included:

- Points on how to use and care for a product.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**



**SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]**

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context	<b>Upper level</b>	<b>28–30</b> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	<b>22–24</b> - 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.	<b>16–18</b> - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	<b>10–12</b> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	<b>4–6</b> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	<b>Lower level</b>	<b>25–27</b> - 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.	<b>19–21</b> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	<b>13–15</b> - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	<b>7–9</b> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	<b>0–3</b> - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling	<b>Upper level</b>	<b>14–15</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.	<b>11–12</b> - 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.	<b>8–9</b> - 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.	<b>5–6</b> - 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.	<b>0–3</b> - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	<b>Lower level</b>	<b>13</b> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	<b>10</b> - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted	<b>7</b> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	<b>4</b> - Inadequate use of language. - Little or no variety in sentences. - Exceptionally limited vocabulary.	
<b>STRUCTURE</b> Features of text Paragraph development and sentence construction		<b>5</b> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed.	<b>4</b> - Logical development of details - Coherent - Sentences, paragraphs logical, varied	<b>3</b> - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes some sense	<b>2</b> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	<b>0–1</b> - Necessary points lacking - Sentences and paragraphs faulty
<b>MARKS RANGE</b>		<b>40–50</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	<b>0–9</b>

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	<b>15–18</b>	<b>11–14</b>	<b>8–10</b>	<b>5–7</b>	<b>0–4</b>
<b>CONTENT, PLANNING AND FORMAT</b>  (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>18 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format.</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text.</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>12 MARKS</b>	<b>10–12</b> <ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<b>8–9</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>- Generally grammatically accurate and well-constructed</li> <li>- Very good vocabulary</li> <li>- Mostly free of errors</li> </ul>	<b>6–7</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors</li> <li>- Adequate vocabulary</li> <li>- Errors do not impede meaning.</li> </ul>	<b>4–5</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar with numerous errors</li> <li>- Limited vocabulary</li> <li>- Meaning is obscured.</li> </ul>	<b>0–3</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose</li> <li>- Meaning seriously impaired</li> </ul>
<b>MARKS RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

**SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	<b>10–12</b>	<b>8–9</b>	<b>6–7</b>	<b>4–5</b>	<b>0–3</b>
<b>CONTENT PLANNING AND FORMAT</b>  (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>12 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>8 MARKS</b>	<b>7–8</b> <ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<b>5–6</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>- Generally, grammatically accurate and well-constructed</li> <li>- Very good vocabulary</li> <li>- Mostly free of errors.</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors</li> <li>- Adequate vocabulary</li> <li>- Errors do not impede meaning.</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar with numerous errors</li> <li>- Limited vocabulary</li> <li>- Meaning is obscured.</li> </ul>	<b>0–2</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose</li> <li>- Meaning seriously obscured</li> </ul>
<b>MARKS RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>