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Department:
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REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

MAY/JUNE 2024

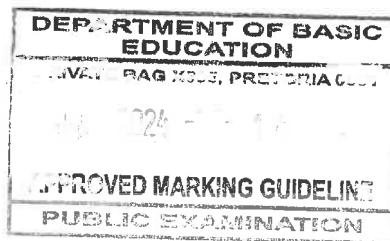
MARKING GUIDELINES

APPROVED
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14 June 2024

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These marking guidelines consist of 12 pages.



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INSTRUCTIONS AND INFORMATION

These marking guidelines must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

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 topic could 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 assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

NOTE:

- Adhere to the length of between 250 and 300 words as prescribed in the CAPS document. However, should the maximum word count be exceeded, refer to the *First Additional Language Examination Guidelines Grade 12, 2021*.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 I cannot survive without my ...

Descriptive/Narrative/Reflective/Discursive/Argumentative

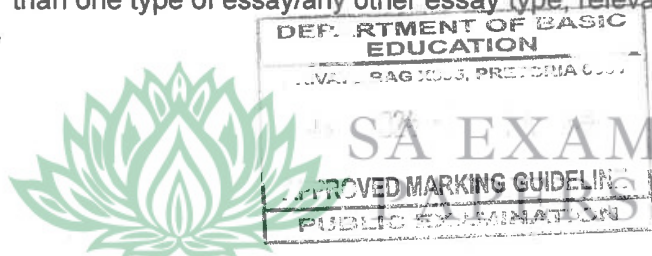
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]

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1.2 Anger is the thief of joy.

Reflective/Descriptive/Narrative/Discursive/Argumentative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]

1.3 I did not know what to say.

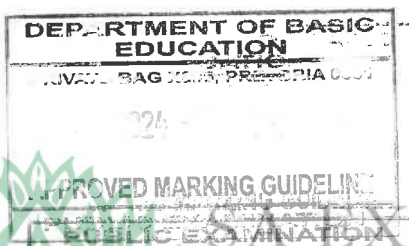
Narrative/Reflective/Descriptive/Discursive/Argumentative

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

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1.4 If artificial intelligence replaces humans ...

Reflective/Discursive/Argumentative/Descriptive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

[50]**1.5 'There are no shortcuts to any place worth going.' – Beverly Sills**

Argumentative/Discursive/Reflective/Narrative/Descriptive

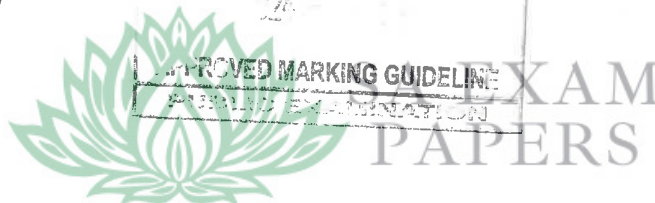
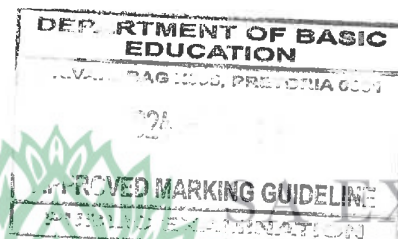
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the candidate should create a picture in words, using 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, relevant to the topic.

[50]

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Interpretation of pictures

The candidate:

- must give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay.
- must link the interpretation to the picture.
- may write in any appropriate tense.

1.6 Picture: Person holding a parcel.

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: giving, delivery, a gift
- Figurative interpretations: generosity, gratitude, deception

[50]**1.7 Picture: Flower**

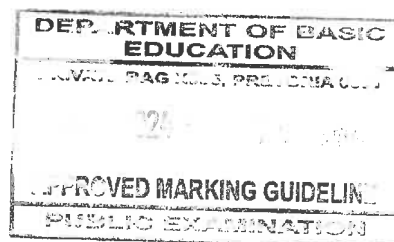
Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: flowers, happiness, handcrafts
- Figurative interpretations: dreams, new beginnings, fake versus real

[50]**1.8 Picture: Mouse with mousetrap**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: pests, precautionary measures, a trap
- Figurative interpretations: bravery, innovations, learning from experience

[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 between 120 and 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 LETTER TO THE PRESS

Letter to the editor.

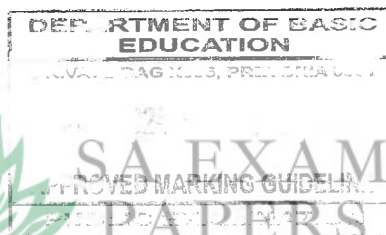
- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- The following aspects of format must be included:
 - Address of sender
 - Date
 - Name of newspaper and address of the recipient
 - Greeting/Salutation (The Editor/Sir/Madam)
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The candidate must express concerns about the health hazards of dumping and provide possible solutions to the problem. [30]

2.2 OBITUARY

Obituary paying tribute to a cleaner who has passed away.

- The tone must be formal.
- The following aspects of format must be included:
 - Full name of the deceased
 - Date of birth
 - Date of death
 - Birthplace
 - Where the person was living at the time of death
 - Key survivors (e.g. spouse, children) and their names
 - Date, time and place of funeral
 - A tribute to the deceased
- The following information may be included:
 - Biographical information
 - Cause of death.

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2.3 SPEECH

A speech thanking the management team.

- The speech should start with a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
 - An introduction that captures the audience's attention
 - Well-developed points
 - A suitable conclusion thanking the management team of the company.

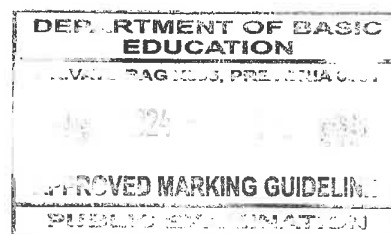
[30]**2.4 DIALOGUE**

A conversation between a child and a parent/guardian.

- A brief context must be provided at the beginning of the dialogue.

The dialogue must be between a parent/guardian and a child.

- The tone should be informal.
- The following aspects of the dialogue format must be included:
 - The names of the speakers or references to the speakers written on the left side of the page.
 - A colon after the name of the character who is speaking.
 - A new line to indicate each new speaker.
 - Advice to characters on how to speak or present the action must be given in brackets before the words are spoken.

[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 between 80 and 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.

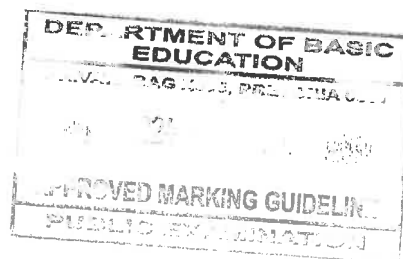
3.1 INVITATION

Invitation to a farewell party.

- The response may be in the form of a note, a personal letter or an invitation card.
- The following aspects of format must be included:
 - Name of invitee
 - Date
 - Venue
 - Time
- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.
- The following details may be included, among others:
 - Dress code
 - RSVP

NOTE: Do NOT award marks for illustrations or drawings.

[20]



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3.2 DIARY ENTRY

A diary entry about moving into a new house.

- There must be ONE diary entry.
- The date/time must be reflected.
- The entry must express the candidate's feelings before/during/after moving into a new house.
- The diary entry must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

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3.3 INSTRUCTIONS

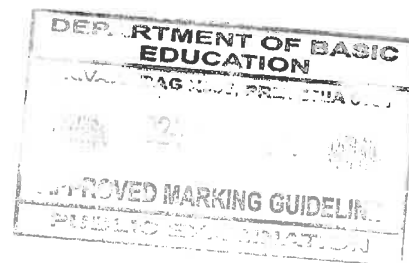
Instructions for ensuring safety.

The instructions:

- may be in point or paragraph form.
- must be in logical sequence.
- must be written in the imperative.

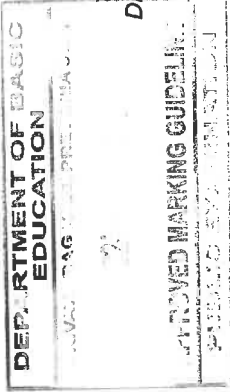
[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



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DBE/May/June 2024

10
SC/NSC – Marking Guidelines

English First Additional Language/P3

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria	Exceptional 28–30	Skilful 22–24	Moderate 16–18	Elementary 10–12	Inadequate 4–6
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning. Awareness of purpose, audience and context 30 MARKS	-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 25–27	-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 19–21	-Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending 13–15	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence 7–9	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent 0–3
	-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas (connected), including introduction, body and conclusion/ending 14–15	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion 11–12	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone and spelling -Virtually error-free in grammar and spelling -Very skilfully crafted 13	-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 8–9	-Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence 5–6
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate and context; Word choice; Language use and conventions, grammar, punctuation, grammar, spelling 15 MARKS	-Language excellent and rhetorically effective in tone and spelling -Virtually error-free in grammar and spelling -Skilfully crafted 13	-Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted 10	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices 7	-Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary 4	-Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible 0–3
	-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed 5	-Logical development of details -Coherent -Sentences, paragraphs logical, varied 4	-Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense 3	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense 2	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense 0–1
STRUCTURE Features of text: Paragraph development and sentence construction 5 MARKS	-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed 5	-Logical development of details -Coherent -Sentences, paragraphs logical, varied 4	-Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense 3	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense 2	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense 0–1

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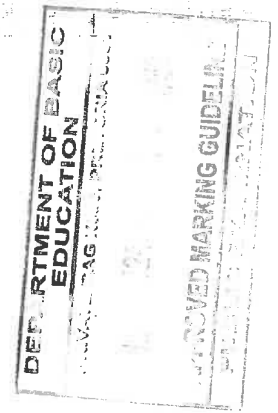


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ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional 15–18	Skilful 11–14	Moderate 8–10	Elementary 5–7	Inadequate 0–4
<p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>18 MARKS</p>	<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 and ideas -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format 	<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 	<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 	<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 -Necessary rules of format vaguely applied -Some critical oversights 	<ul style="list-style-type: none"> -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>12 MARKS</p>	<ul style="list-style-type: none"> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free 	<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 	<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 	<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 obscured 	<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 impaired



ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional 10–12	Skilful 8–9	Moderate 6–7	Elementary 4–5	Inadequate 0–3
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus and coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	-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	-Adequate response, demonstrating some 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	-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 -Necessary rules of format vaguely applied -Some critical oversights	-Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice, Punctuation and spelling 8 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 very 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 -Some grammatical errors -Adequate vocabulary -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 obscured	-Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

