



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 100

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These marking guidelines consist of 10 pages.

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.
- Read up to the word count as given in the instruction.
- The ideas listed below the topics are only **some ways** in which the topic could be interpreted.
- Full credit must be given for the candidate's 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: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 I own my future.

Reflective/Descriptive/Narrative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture in words, trying to use 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.

[50]

1.2 As I entered the room ...

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

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

[50]

1.3 What a celebration!

Reflective/Narrative/Descriptive

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past and the present tense. The essay must have an interesting ending.
- If descriptive, the candidate should create a picture 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.

[50]**1.4 We can save this planet by turning waste into wealth.**

Argumentative/Discursive/Reflective

- 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 presented 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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

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

[50]**1.5 The mystery was finally solved.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture 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.

[50]

1.6 We live in a world where people care too much about material possessions.

Argumentative/Discursive/Reflective

- 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 presented 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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

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

[50]

1.7 Interpretation of pictures

The candidate:

- Should give the essay a suitable title.
- May interpret the pictures in any way.
- May choose to write any type of essay, provided it is in direct relation to the picture chosen.
- May write in any appropriate tense.

1.7.1 Picture: A person with headphones

- Literal interpretations: listening to music, using technology, youth.
- Figurative interpretations: the world of music, escape into a world of your own.

[50]

1.7.2 Picture: Friends/Technology

- Literal interpretations: relationships, importance of friends, memorable moments, use of cellphones.
- Figurative interpretations: caring, harmony, trust, advancement in technology.

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- 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: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 DIALOGUE

A conversation between two friends

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

The dialogue must be between two friends.

- The tone must be informal.
- The speaker must convince his/her friend.
- The following aspects of the dialogue format must be included:
 - The names of the speakers written on the left side of the page
 - A colon used after the name of the character who is speaking
 - A new line used to indicate each new speaker
 - Where necessary, actions must be given in brackets before the words are spoken.

[30]**2.2 FRIENDLY LETTER**

A letter of appeal to your neighbour to reduce the volume of the music.

- The tone and register of the letter should be friendly yet firm and informal.
- The candidate must express his/her displeasure.
- The following aspects of format must be included:
 - Address of sender
 - Greeting/Salutation
 - Suitable ending

[30]

2.3 REPORT(PERSONAL RECOUNT)

A report on an incident of bullying

- The tone and register of the report must be formal.
- The following aspects of format must be included:
 - A topic
 - A recipient
 - A sender
- The following information must also be included:
 - A context
 - An account of the events that took place
 - A closing statement

[30]

2.4 OBITUARY

An obituary of a favourite aunt

- 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
 - Date, time and place of funeral
- The following information may also be included:
 - Biographical information
 - Cause of death
- A tribute must be paid to the deceased.

[30]

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Read up to the word count as given in the instruction.
- 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 attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 FORMAL INVITATION

To the teacher

- The following aspects of format must be included:
 - Date, venue and time
 - Type of function should be clear
- Language should be formal and suited to the context.
- Full sentences are not necessary.
- Do NOT award marks for illustrations.

[20]

3.2 DIARY ENTRIES

The candidate's feelings BEFORE and AFTER moving house

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the family moved house.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect emotions suited to the topic.

[20]

3.3 INSTRUCTIONS

How to use a cellphone to:

- Switch the cellphone on and off
- Make a call
- Send a text message.
- The instructions may be in point or paragraph form.
- Instructions must be in a logical sequence for each of the mentioned functions.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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	Upper level	-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 convincingly -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
	Lower level	-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skillfully organised and coherent (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	-Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion -8–9	-Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence -5–6	-No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled -0–3
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	-Tone, register, style and 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 -Very skilfully crafted -13	-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 -10	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices -7	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very 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
	Lower level	-Language excellent and rhetorically effective in tone and spelling -Virtually error-free in grammar and spelling -Skillfully crafted -5	-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted -4	-Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense -3	-Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary -2	-Necessary points lacking -Sentences and paragraphs faulty -Essay does not make sense -0–1
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		-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 does not make sense -0–1	

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
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	-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	-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 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, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 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

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 ideas -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 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