



# 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**

**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.
- 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.
- 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
- The following information must also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors
  - Date, time and place of funeral
  - Biographical information
- 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.
- 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**

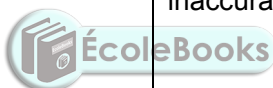
**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

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



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

| Criteria   | Exceptional  | Skilful  | Moderate  | Elementary  | Inadequate   |
|--|--|--|---|---|--|
| <p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas;<br/>Organisation of ideas for planning;<br/>Purpose, audience, features/conventions and context</p> <p><b>18 MARKS</b></p>                         | <p><b>15–18</b></p> <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> | <p><b>11-14</b></p> <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> | <p><b>8-10</b></p> <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> | <p><b>5-7</b></p> <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>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul> | <p><b>0–4</b></p> <ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul> |
| <p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, purpose/effect, audience and context;<br/>Language use and conventions;<br/>Word choice;<br/>Punctuation and spelling</p> <p><b>12 MARKS</b></p> | <p><b>10–12</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free</li> </ul>   | <p><b>8–9</b></p> <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>   | <p><b>6–7</b></p> <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>   | <p><b>4–5</b></p> <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 obscured</li> </ul>   | <p><b>0–3</b></p> <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>  |



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

| Criteria   | Exceptional  | Skilful  | Moderate   | Elementary   | Inadequate   |
|--|--|--|--|--|--|
| <p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas;<br/>Organisation of ideas;<br/>Features/conventions and context</p> <p><b>12 MARKS</b></p>   | <p><b>10–12</b></p> <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> | <p><b>8-9</b></p> <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> | <p><b>6-7</b></p> <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> | <p><b>4-5</b></p> <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>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul> | <p><b>0-3</b></p> <ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul> |
| <p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, vocabulary appropriate to purpose and context;<br/>Language use and conventions;<br/>Word choice;<br/>Punctuation and spelling</p> <p><b>8 MARKS</b></p> | <p><b>7–8</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free</li> </ul>   | <p><b>5-6</b></p> <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>   | <p><b>4</b></p> <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>  | <p><b>3</b></p> <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 obscured</li> </ul>  | <p><b>0–2</b></p> <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>  |

