## 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:
  o Content, planning and format (18 marks)
  o 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:
  o The names of the speakers written on the left side of the page
  o A colon used after the name of the character who is speaking
  o A new line used to indicate each new speaker
  o 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:
  o Address of sender
  o Greeting/Salutation
  o 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:
  - o A topic
  - o A recipient
  - o A sender
- The following information must also be included:
  - o A context
  - o An account of the events that took place
  - o 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:
  - o Full name of the deceased
  - o Date of birth
  - o Date of death
- The following information must also be included:
  - o Birthplace
  - o Where the person was living at the time of death
  - o Key survivors
  - o Date, time and place of funeral
  - o 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 |
|---|---|---|---|---|---|---|
| **CONTENT & PLANNING**<br><br>(Response and ideas)<br>Organisation of ideas for planning;<br>Awareness of purpose, audience and context<br><br>**30 MARKS** | Upper level | **28–30**<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 | **22–24**<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 | **16–18**<br>-Satisfactory response<br>-Ideas are reasonably coherent and convincing<br>-Reasonably organised and coherent, including introduction, body and conclusion/ending | **10–12**<br>-Inconsistently coherent response<br>-Unclear ideas and unoriginal<br>-Little evidence of organisation and coherence | **4-6**<br>-Totally irrelevant response<br>-Confused and unfocused ideas<br>-Vague and repetitive<br>-Unorganised and incoherent |
| | Lower level | **25–27**<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 | **19–21**<br>-Well-crafted response<br>-Relevant and interesting ideas<br>-Well organised and coherent (connected), including introduction, body and conclusion | **13–15**<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 | **7–9**<br>-Largely irrelevant response<br>-Ideas tend to be disconnected and confusing<br>-Hardly any evidence of organisation and coherence | **0–3**<br>-No attempt to respond to the topic<br>-Completely irrelevant and inappropriate<br>-Unfocused and muddled |
| **LANGUAGE, STYLE & EDITING**<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>**15 MARKS** | Upper level | **14–15**<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 | **11–12**<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 | **8– 9**<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 | **5–6**<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 | **0–3**<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 | **13**<br>-Language excellent and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Skilfully crafted | **10**<br>-Language engaging and generally effective<br>-Appropriate and effective tone<br>-Few errors in grammar and spelling<br>-Well crafted | **7**<br>-Adequate use of language with some inconsistencies<br>-Tone generally appropriate and limited use of rhetorical devices | **4**<br>-Inadequate use of language<br>-Little or no variety in sentence<br>-Exceptionally limited vocabulary | |
| **STRUCTURE**<br><br>Features of text;<br>Paragraph development and sentence construction<br>**5 MARKS** | | **5**<br>-Excellent development of topic<br>-Exceptional detail<br>-Sentences, paragraphs exceptionally well-constructed | **4**<br>-Logical development of details<br>-Coherent<br>-Sentences, paragraphs logical, varied | **3**<br>-Relevant details developed<br>-Sentences, paragraphs well-constructed<br>-Essay still makes sense | **2**<br>-Some valid points<br>-Sentences and paragraphs faulty<br>-Essay still makes some sense | **0–1**<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 |
|---|---|---|---|---|---|
| **CONTENT, PLANNING & FORMAT**<br><br>Response and ideas;<br>Organisation of ideas for planning;<br>Purpose, audience, features/conventions and context<br><br>**18 MARKS** | **15–18**<br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | **11-14**<br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | **8-10**<br>-Adequate response demonstrating knowledge of features of the type of text<br>-Not completely focused – some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | **5-7**<br>-Basic response demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Necessary rules of format vaguely applied<br>-Some critical oversights | **0–4**<br>-Response reveals no knowledge of features of the type of text<br>-Meaning obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Necessary rules of format not applied |
| **LANGUAGE, STYLE & EDITING**<br><br>Tone, register, style, purpose/effect, audience and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br>**12 MARKS** | **10–12**<br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free | **8–9**<br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors | **6–7**<br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning | **4–5**<br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured | **0–3**<br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired |

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

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|
| **CONTENT, PLANNING & FORMAT**<br><br>Response and ideas;<br>Organisation of ideas;<br>Features/conventions and context<br><br>**12 MARKS** | **10–12**<br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | **8-9**<br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | **6-7**<br>-Adequate response, demonstrating knowledge of features of the type of text<br>-Not completely focused –some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | **4-5**<br>-Basic response, demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Necessary rules of format vaguely applied<br>-Some critical oversights | **0-3**<br>-Response reveals no knowledge of features of the type of text<br>-Meaning obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Necessary rules of format not applied |
| **LANGUAGE, STYLE & EDITING**<br><br>Tone, register, style, vocabulary appropriate to purpose and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br>**8 MARKS** | **7–8**<br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free | **5-6**<br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors | **4**<br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning | **3**<br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured | **0–2**<br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired |