GRAAD 12

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P3

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 9 pages.

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NOTE:

- **The points given below each topic in these marking guidelines serve only as a guide to markers.**
- **Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.**

SECTION A: ESSAY

QUESTION 1

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, discursive, argumentative, or any combination of these.

1.1 **Marketplace secrets**

- "Marketplace" could refer to any place of trading.
- Responses could focus on observations in the marketplace/anecdotal accounts of behind-the-scenes activities. **[50]**
- Accept fantastical interpretations.

1.2 **'What is life?**
It is the flash of a firefly in the night;
It is the breath of a buffalo in the wintertime.
It is the little shadow which runs across the grass
And loses itself in the sunset.'

[Crowfoot, warrior and orator]

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- Fleeting moments in life could be described.
- Brevity of life could be discussed.
- Beauty of nature could be explored. **[50]**

1.3 **Mankind is on the edge**.

- Candidates could focus on a variety of scenarios, such as innovation and despair.
- Allow for apocalyptic narratives. **[50]**

1.4 **'It is only impossible until it is done.'**

[Nelson Mandela]

- Focus on achievements despite challenges/obstacles.
- Candidates could disagree with the topic.
- Credit literal/figurative responses. **[50]**

1.5 **Necessary trouble**

- Focus on: 'The end justifies the means.'
- Candidates could relate how mischief/wrongdoing might be inevitable/justifiable.
- Candidates could relate how experiencing trouble in life is important for positive change. **[50]**

1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.6.1 **Man resting on statue**

- Credit literal, figurative and/or mixed responses. **[50]**

1.6.2 **Cityscape through the lenses of a pair of spectacles**

- Credit literal, figurative and/or mixed responses. **[50]**

1.6.3 **Face and Tree**

- Credit literal, figurative and/or mixed responses. **[50]**

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

Candidates are required to respond to TWO of the topics set. The body of each response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

2.1 **SPEECH**

- Speech should focus on inclusion of a number of languages in context.
- Respect for language diversity could be highlighted. **[25]**

2.2 **FORMAL LETTER**

- The candidate should congratulate the winner of the prestigious award and specify what the innovation is.
- Format: own address, date, addressee, subject line, salutation and signing-off **[25]**

2.3 **OBITUARY**

- The candidate must show an understanding of an obituary as opposed to a eulogy.
- The focus should be on the life and legacy of the deceased. **[25]**

2.4 **INTERVIEW**

- The reference to 'change of fortune' could be interpreted positively or negatively, and literally or figuratively.
- Valid dialogue format should be used. **[25]**

2.5 **MAGAZINE ARTICLE**

- The candidate could focus on environmental/emotional/psychological/ social issues.
- Credit candidates who focus on the photograph as an artistic piece.
- Format: headline is essential; by-line is optional. **[25]**

2.6 **LETTER TO THE PRESS**

- The letter should address the writer's views on dishonest practices in sport.
- Candidates may refer to dishonest practices by stakeholders at any level.
- Format: own address, date, addressee, subject line, salutation and signing-off **[25]**

TOTAL SECTION B: 50
GRAND TOTAL: 100

NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper-level 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.

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context **30 MARKS**	**Upper level**	**28–30** -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent, including introduction, body and conclusion	**22–24** -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion	**16–18** -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion	**10–12** -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	**4–6** -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	**25–27** -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion	**19–21** -Well-crafted response -Relevant and interesting ideas -Well organised and coherent, including introduction, body and conclusion	**13–15** -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	**7–9** -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	**0–3** -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled

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ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling **15 MARKS**	**Upper level**	**14–15**	**11–12**	**8–9**	**5–6**	**0–3**
		-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling - Very skilfully crafted	-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	-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	-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	-Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**13**	**10**	**7**	**4**	
		-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	-Inadequate use of language -Little or no variety in sentences -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**
		-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	-Logical development of details -Coherent -Sentences, paragraphs logical, varied	-Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

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ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	**10–12** -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	**7–9** -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	**4–6** -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 -Has vaguely applied necessary rules of format -Some critical oversights	**0–3** -Response reveals no knowledge of features of the type of text -Meaning is obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Has not applied necessary rules of format
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -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	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -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

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