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MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	MAY/JUNE 2024
SUBJECT	ENGLISH HOME LANGUAGE
PAPER	3
MARK TOTAL	100
DURATION (HOURS)	3
NUMBER OF PAGES	10

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INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in **SECTION B**.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language usage.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to **SECTION A**: Rubric for assessing essay found on pages 8 – 9 of this marking guideline.

CRITERIA USED FOR ASSESSMENT	MARKS
CONTENT AND PLANNING **(60%)**	30
LANGUAGE, STYLE AND EDITING **(30%)**	15
STRUCTURE **(10%)**	5
TOTAL	**50**

1. Read the whole piece and decide on a category for **CONTENT AND PLANNING**.
2. Re-read the piece and select the appropriate category for **LANGUAGE, STYLE AND EDITING**.
3. Re-read the piece and select the appropriate category for **STRUCTURE**.

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NOTE:

An essay cannot be assessed without any indication that it has been read and awarded marks accordingly. The final mark awarded on the essay must be justifiable.

Unlike the summary where there is a very strict word limit, the essay is creative work. If an essay is flowing in terms of creativity and captivating to the reader, it becomes unfair to focus only on the length at the expense of the content. The rule of thumb is that:

- No additional penalties may be imposed as the rubric itself imposes penalties.

SECTION B: TRANSACTIONAL TEXTS

Refer to **SECTION B**: Rubric for Assessing Transactional Texts found on page 10 of this marking guideline.

CRITERIA FOR ASSESSMENT	**MARKS**
CONTENT, PLANNING AND FORMAT **(60%)**	15
LANGUAGE, STYLE AND EDITING **(40%)**	10
TOTAL	**25**

1. Read the whole piece and decide on a category for **CONTENT, PLANNING AND FORMAT**.
2. Re-read the piece and select the appropriate category for **LANGUAGE, STYLE AND EDITING**.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are currently in practice. These have to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

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PLEASE NOTE:

- The points given below each topic in this 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 (2–2 ½ pages) on ONE of the given topics. (Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive or any combination of these.)

1.1 When I looked in my rear-view mirror …

- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses. **[50]**

1.2 Even salt looks like sugar.

- Candidates could explore experiences where they misjudged a situation.
- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses **[50]**

1.3 The day the machines stopped.

- Candidates could respond to a range of experiences relating to technology/ artificial intelligence and its impact on humans/ the environment.
- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses. **[50]**

1.4 Poverty is the thief of dreams.

[Unknown]

- Candidates must respond to all parts of the statement.
- Candidates could respond to a range of experiences relating to the topic.
- Candidates could respond to literal/ figurative/ metaphorical/ fantastical/ philosophical responses. **[50]**

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1.5 'For in the true nature of things, if we rightly consider, every green tree is far more glorious than if it were made of gold and silver.'

[Martin Luther King Jr.]

- Candidates must respond to all parts of the statement.
- Candidates could explore a wide range of experiences related to the topic.
- Credit literal/ figurative /metaphorical/ fantastical/ philosophical responses. **[50]**

1.6 **NOTE: There must be a CLEAR LINK between the essay and the stimulus that the candidate has selected.**

1.6.1 OPEN DOG CAGE

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses. **[50]**

1.6.2 PILOTS AND THE AEROPLANE

- Credit literal/ figurative/ metaphorical/ fantastical responses. **[50]**

1.6.3 ROLLERCOASTER RIDE

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses. **[50]**

TOTAL SECTION A: [50]

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SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

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

2.1 LETTER OF REQUEST

Your school plans to host a fundraiser for an orphanage on Madiba Day. As chair of the 2023 Social Committee, you are responsible for the organisation of the event.

Write a **letter** to the manager of your local grocery store, requesting donations for the event.

- Candidates should include relevant details about the event and focus specifically on requesting donations for the fundraising event.
- Candidates must use the appropriate tone, register, and format. **[25]**

2.2 OBITUARY

During an outreach programme, you had the opportunity to spend a day with the oldest living member in your community. Unfortunately, this individual passed away.

Write the **obituary** to be published in the local newspaper.

- Candidates should use the appropriate tone, register, and format. **[25]**

2.3 REVIEW

You have recently attended a much-awaited concert of your favourite pop artist/ music band.

Write a **review** of the concert. **[25]**

- Candidates should write specifically about the artist/music band's performance.
- Candidates should use the appropriate tone, register, and format.

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2.4 SPEECH

Online learning and the virtual classroom are currently gaining momentum across the world.

As a student who has experienced the benefits of these methods of teaching and learning, write a **speech** to be delivered on 'Facetime Live'.

- Candidates should provide details about their successes with online learning.
- Candidates should use the appropriate tone, register and format. **[25]**

2.5 FORMAL LETTER

You work at a prominent firm as their front desk clerk. On the day of the Rugby World Cup Final, you decided to wear your Springboks jersey to support the team. One of the partners at the firm disapproved of your attire and yelled at you in front of colleagues and clients. You could not contain your anger and, unfortunately, reacted unprofessionally. **[25]**

Write a **letter** to the management team in which you apologise for your behaviour.

- Candidates should focus on apologising for their unprofessional behaviour.
- Candidates should use the appropriate tone, register and format.

2.6 DIALOGUE

Your new college roommate insists on having the bed by the window. However, you also wish to have that bed. As you were the first to arrive at the room, you feel that you should be allowed to choose.

Write the **dialogue** that takes place between you and your roommate.

- Candidates should focus on the conflict that ensues and, possibly, an amicable resolution.
- Candidates must use the appropriate tone, register, and format. **[25]**

TOTAL SECTION B: [2 x 25] [50]

GRAND TOTAL: [100]

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SECTION A: ASSESSMENT RUBRIC FOR THE ESSAY [50 MARKS]

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

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LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Language use and conventions; Word choice; Punctuation, grammar and spelling **15 MARKS**	**Upper level**	**14-15**	**10-11**	**6-7**	**2-3**	**0**
		Tone, register, style, 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; Highly skilfully crafted	Tone, register, style, vocabulary largely 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, 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, vocabulary less appropriate to purpose, audience and context; Very basic use of language; Tone and diction are inappropriate; Very limited vocabulary	Tone, register, style, vocabulary not appropriate to purpose, audience and context; Language incomprehensible; Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**12-13**	**8-9**	**4-5**	**1**	
		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 sentence; Exceptionally limited vocabulary	
STRUCTURE **5 MARKS**		**5**	**4**	**3**	**2**	**1**
		Excellent development of topic; Exceptional detail; Sentences and paragraphs are exceptionally well-constructed	Logical development of topic; Coherent; Sentences and paragraphs are logical and varied	Relevant details developed; Sentences and paragraphs are 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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SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT [25 MARKS]

CRITERIA	Exceptional	Skilful	Moderate	Elementary	Inadequate
	12-15	**9-11**	**6-8**	**4-5**	**0-3**
CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text **15 MARKS**	Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format	Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies	Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies	Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights	Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format
	8-10	**6-7**	**4-5**	**2-3**	**0-1**
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 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 largely 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; Adequate vocabulary; Some grammatical errors; 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 is obscured	Tone, register, style and vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired

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