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MARKING GUIDELINES

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



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT



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 8-10 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.

**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 must be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

PLEASE NOTE:

- The points given below each topic in this memorandum 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 It was the most difficult decision I had to make.

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

[50]

1.2 Social media is making us less social.

- 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.
- Candidates can also disagree with the topic.

[50]

1.3 The collapse of parenting in the 21st century.

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

[50]

1.4 It is surely our responsibility to do everything within our power to create a planet that provides a home not just for us, but for all life on Earth.

[Sir David Attenborough]

- 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.
- Candidates can also disagree with the topic.

[50]

1.5 Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

[Langston Hughes]

- Candidates must refer to the quotation in its entirety.
- Candidates could respond to a range of experiences relating to the topic.
- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses.

[50]

K. Goniwe

Am



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

1.6.1 The joys of childhood/ Happiness

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses.

[50]

1.6.2 Artificial Intelligence (AI)/ Communication between two people

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses.

[50]

1.6.3 Victory/ Medal

- Credit literal/ figurative/ metaphorical/ fantastical/ philosophical responses.

[50]

TOTAL SECTION A: 50

K. Goniwe *Am.*



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 INTERVIEW

A recent newspaper article revealed that some teachers accept bribes to award students better marks. You are an investigative reporter and have persuaded one of the accused educators to be interviewed anonymously.

Write the **interview** that takes place between you and the accused educator.

- The investigative reporter interviews an anonymous teacher about the allegations against him/her.
- Candidates must use the appropriate tone and register.
- A valid interview format must be used.

[25]

2.2 FORMAL EMAIL

You are a recent graduate from a university of your choice. However, you are concerned about the impact of Artificial Intelligence (AI) technology on job opportunities in your field of study.

Write a **formal email** to a career counsellor expressing your concerns and seeking advice on how to adapt your skills for employment in a job market that is being increasingly influenced by AI technology.

- Candidates should focus on the concerns of AI in future job prospects.
- Candidates must articulate the need for advice coherently.
- Format: To, Cc, Subject, body of email, appropriate concluding salutation.

[25]

2.3 FORMAL LETTER OF COMPLAINT

There has been an increase in the number of homeless people in your community. Consequently, there has been a rise in petty crimes at the local stores.

Write a **letter of complaint** to your City Councillor and provide recommendations for addressing this issue

- Candidates should focus on the possible adverse outcomes of having a large homeless community.
- Candidates must provide recommendations to address the issues.
- Candidates must use the appropriate tone and register.
- Format: own address, date, addressee, subject line, salutation and signing-off.

[25]

K. Gumbel

Ans.



2.4 OBITUARY

A famous South African chef passed away recently. As a member of his/her dining fan club, you have been tasked to write an obituary for the club's website.

Write the **obituary** to be published in a national newspaper.

- Candidates must focus on the biographical details relating to the chef's impact on the community and tragic demise.
- Candidates must focus on the features required of an obituary and not a eulogy. [25]

2.5 MAGAZINE ARTICLE

More companies are allowing employees to work online from home after the COVID-19 pandemic. Although this provides flexibility, the constant online work can lead to exhaustion and difficulty in maintaining work-life balance.

Write a **magazine article** presenting your views on this trend.

- Candidates must focus on the benefits and/ or the detriments of working from home.
- Candidates must use the appropriate tone and register.
- Format: headline is essential; by-line is optional. [25]

2.6 SPEECH

A recent medical report shows that frequent exercise and/or participating in sport are robustly associated with numerous health benefits. As the chairperson of a sports association in your community, you wish to motivate youngsters to become more physically active.

Write a **speech** that you will present at your sports association meeting, on World Physical Activity Day.

- Candidates should focus on the health benefits of physical activities.
- The speech should follow a logical structure, beginning with greeting the audience.
- Candidates must use the appropriate tone and register. [25]

TOTAL SECTION B: 50

GRAND TOTAL: 100

K. Manku *Bus*

**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
	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

*K. Gumbel**B. M.*



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
	Lower level	12-13	8-9	4-5	1	
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



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