



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2021

**ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 10 pages.

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.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas and the conclusion.

SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on page 8–9 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	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.

SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 10 of these marking guidelines.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	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 in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

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 'Every word has consequences. Every silence, too.' [Jean-Paul Sartre]

- Reflective/descriptive/argumentative/discursive/narrative.
- Candidates could reflect on the responsibility to voice concerns or opinions.
- Focus on the impact or repercussions of remaining speechless/silent.

[50]**1.2 Adidas, Billabong, Levis: stylish – yes, but are we supporting child labour and sweatshops in Indonesia, Mexico and other Third World countries?**

- Argumentative/discursive could lend itself to narrative/reflective/descriptive.
- Candidates should demonstrate an understanding of what a sweatshop is, the implications of child labour, the exploitation and poor working conditions and infringement on human rights/labour laws that should govern and protect.
- Could focus on the blissfully ignorant of where our brand-name clothes come from or are made.
- Unfair trade and labour practices of big corporates.

[50]**1.3 'Here's to the kids who are different ...' [Digby Wolfe]**

- Narrative/argumentative/discursive/reflective/descriptive.
- Candidates may focus on one element of the poem which depicts how they are unique or different.
- Poem is positively highlighting that difference should be embraced and worn as a badge of honour – that 'different' people can be happy and successful too despite their not fitting in with the norm and conforming.

[50]

1.4 'A good companion shortens the longest road.' [Turkish proverb]

- Narrative/reflective/descriptive/argumentative/discursive.
- May agree or disagree with statement.
- Candidates may reference literal or metaphoric road in a journey or struggle that they have overcome owing to support of a friend/companion/family member/mentor.

[50]**1.5 'If you want to leave a footprint, don't drag your feet.'** [Abdul Kalam]

- Narrative/reflective/argumentative/discursive.
- Candidate's response should allude to: Grab opportunities when they present themselves.
- Being proactive, making one's mark on the world.

[50]**1.6 1.6.1 Love sculpture**

- Narrative/reflective/descriptive/argumentative/discursive.
- Image depicts adults in an argument/turning away from each other but the inner child reaching out to the other for support and comfort.
- Could present the inner part of us/our spirit/soul trying to make a connection particularly when feeling isolated or alienated.

[50]**1.6.2 Child with toy gun**

- Narrative/reflective/descriptive/argumentative/discursive.
- Focus could be on gun-control, children who are exposed to violent toys/violent play.
- Could focus on inciting violence from a young age or even being desensitised to violence from young as it is so prevalent.

[50]**1.6.3 Apple**

- Narrative/reflective/descriptive/argumentative/discursive.
- The appearance of perfection. Could allude to use of social media and the 'perfect' life being on display for others to see whilst hiding or ignoring the truth of reality.

[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 DIALOGUE

- Correct dialogue format should be used.
- The ‘fake’ news or gossip should be evident in the conversation, where one believes it to be true, the other speaker should highlight its deceit.

[25]**2.2 MAGAZINE ARTICLE**

- Response should follow format conventions: headline, byline, (optional), date and author.
- Target audience – should be addressed to parents.
- Formal register, tone and diction appropriate to suit target audience.
- Advice and suggestions could be offered.
- Focus should be on why parents need to perform a strong parental role – what is a good parent, why children need parental figures to guide them.

[25]**2.3 REVIEW**

- Candidate should focus on a book that delivers a strong message of inspiration. Should be persuasive and meaningful in content, this should be alluded to in the reviewing of it.
- Conventions of book review writing should be evident: Title and author of book, outline of plot without giving away too much, rating etcetera.

[25]**2.4 FORMAL LETTER**

- Candidate’s focus should be on requesting permission to tackle a dilapidated facility. Explanation of work to be done should be explored as well as the reasoning for it.
- Formal letter format to be followed – formal register, tone and style.

[25]**2.5 CURRICULUM VITAE AND COVERING LETTER**

- Letter: correct, formal letter.
- Formal in register, tone, purpose. Must include writer’s and recipient’s addresses, formal greeting, state purpose of letter and formal salutation.
- Should state purpose for which candidate is writing – to show interest in applying for gap year work as a Camp Counsellor – as a responsible hard-worker.
- CV: contain details of personal information such as contact details, schooling and qualifications, hobbies and interests, special skills (relevant to do job) and references.

[25]

2.6 INFORMAL SPEECH

- Informal speech should follow a logical structure, beginning with greeting of the audience as acknowledgement.
- Tattooing to be focal point of discussion.
- Candidate should focus on the negatives of acquiring a tattoo – repercussions and permanence of the choice made. Regret of such a choice later in life.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

SECTION A: ASSESSEMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]**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 subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper-level and lower-level division.

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	22–24	16–18	10–12	4–6
		Outstanding/Striking response beyond normal expectations. Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	Very well-crafted response. Fully relevant and interesting. Ideas with evidence of maturity Very well organised and coherent (connected) including introduction, body and conclusion/ending.	Satisfactory response Ideas are reasonably coherent and convincing. Reasonably organised and coherent including introduction, body and conclusion/ending.	Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence.	Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	Lower level	25–27	19–21	13–15	7–9	0–3
		Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected) including introduction, body and conclusion/ending.	Well-crafted response. Relevant and interesting ideas. Well organised and coherent (connected) 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.

LANGUAGE, STYLE AND EDITING	Upper level	14–15	11–12	8–9	5–6	0–3
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Very basic use of language. - Diction is inappropriate. - Very limited vocabulary. 	<ul style="list-style-type: none"> - Language incomprehensible - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
STRUCTURE	Lower level	13	10	7	4	
		<ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary. 	
MARKS RANGE		5	4	3	2	0–1
		<ul style="list-style-type: none"> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed 	<ul style="list-style-type: none"> - Logical development of details. - Coherent - Sentences, paragraphs logical, varied. 	<ul style="list-style-type: none"> - Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes sense. 	<ul style="list-style-type: none"> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws. 	<ul style="list-style-type: none"> - Necessary points lacking. - Sentences and paragraphs faulty.
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

SECTION B: ASSESSMENT RUBRIC FOR LONGER 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 and features/ conventions and context 15 MARKS	13–15 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscured 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, spelling 10 MARKS	9–10 <ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free. 	7–8 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning 	3–4 <ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured. 	0–2 <ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose. - Meaning seriously obscured.
MARKS RANGE	20–25	15–19	10–14	5–9	0–4