



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE EXAMINATIONS

**ENGLISH HOME LANGUAGE P3**

**2018**

**MARKING GUIDELINES**

**MARKS: 100**

**These marking guidelines consist of 9 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, the development of ideas and the conclusion

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

Refer to SECTION A: Assessment Rubric for Essay, found on pages 7 and 8 of these marking guidelines.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
Content and planning	30
Language, style and editing	15
Structure	5
<b>TOTAL</b>	<b>50</b>

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: Assessment Rubric for Transactional Text, found on page 9 of these marking guidelines.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
Content, planning and format	15
Language, style and editing	10
<b>TOTAL</b>	<b>25</b>

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, argumentative, discursive, or any combination of these.

**1.1 The goals left behind**

- Responses could expound on unaccomplished dreams and ambitions.
- Circumstances determining people's destiny could be included. **[50]**

**1.2 'In the depth of winter, I finally learned that there was in me, an invincible summer.'** **(Albert Camus)**

- Responses could centre on overcoming adversity.
- Credit literal/figurative/mixed responses. **[50]**

**1.3 There is no such thing as privacy in the 21<sup>st</sup> century.**

- Responses could focus on the invasion of an individual's privacy.
- Arguments for and against the motion, as well as equivocal answers, should be credited. **[50]**

**1.4 'No snowflake in an avalanche ever feels responsible.'** **(Voltaire)**

- Candidates should explore the concept of responsibility/accountability in a collective/group/mob. **[50]**

**1.5 The mind of the oppressed is the most powerful weapon in the hands of the oppressor.**

- Candidates could focus on the control oppressors exercise over others through manipulation and exploitation.
- The vulnerability of the voiceless could be integrated with the power of oppressors. **[50]**

- 1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.
- 1.6.1 **The shoes**  
Credit literal/figurative/mixed responses. [50]
- 1.6.2 **The barbed-wire fence**  
Credit literal/figurative/mixed responses. [50]
- 1.6.3 **Snails**  
Credit literal/figurative/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 of the responses should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

**2.1 MAGAZINE ARTICLE**

- The article could focus on the pursuit of happiness/the rat race.
- Appropriate style and structure
- Format: headline, by-line (optional)

**[25]****2.2 LETTER TO THE PRESS**

- The letter could address the issue of people's solicitation of money at the traffic lights/people's mixed reactions to soliciting money at the traffic lights.
- The candidate could support the idea of people trying to earn an income or comment on the intrusive behaviour of the people.
- Format: own address, date, details of the addressee, subject line, salutation and signing-off

**[25]****2.3 SPEECH**

- The speech should encourage young adults to develop a moral conscience.

**[25]****2.4 BOOK REVIEW**

- The candidate could agree/disagree with any or all of the scathing reviews.
- Accept mixed responses.
- Format: Title, author, genre, synopsis and criticism

**[25]****2.5 OBITUARY**

- The candidate must show an understanding of an obituary as opposed to a eulogy.
- The coach's contribution to the organisation and wider community should be highlighted.

**[25]****2.6 DIALOGUE**

- The conversation should reflect an unexpected development.
- Use valid dialogue format

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

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

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



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

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING AND FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>15 MARKS</b>	<b>13–15</b>  -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	<b>10–12</b>  -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	<b>7–9</b>  -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	<b>4–6</b>  -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	<b>0–3</b>  -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
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>10 MARKS</b>	<b>9–10</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>7–8</b>  -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	<b>5–6</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3–4</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b>  -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