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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P3

NOVEMBER 2022

MARKS: 100

TIME: 3 hours

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

   SECTION A: Essay (50)
   SECTION B: Transactional Texts (2 x 25) (50)

2. Answer ONE question in SECTION A and TWO questions in SECTION B.

3. Write in the language in which you are being assessed.

4. Start EACH section on a NEW page.

5. You must plan (e.g. using a mind map/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE the answer.

6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.

7. You are strongly advised to spend your time as follows:

   SECTION A: approximately 100 minutes
   SECTION B: approximately 80 (2 x 40) minutes

8. Number the answers correctly according to the numbering system used in this question paper.

9. The title/heading must NOT be included when doing a word count.

10. Write neatly and legibly.

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SECTION A: ESSAY

QUESTION 1

Write an essay of 400–450 words (2–2½ pages) on ONE of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.

1.1 Living in a silent world **[50]**

1.2 International sportsmen and women have a social obligation to make proper moral choices. **[50]**

1.3 'I don't want the world to see me
Cause I don't think that they'd understand.
When everything's made to be broken,
I just want you to know who I am.'

– *Iris* by The GooGoo Dolls **[50]**

1.4 This was the war to end all wars. **[50]**

1.5 'The best brains of the nation may be found on the last benches of the classroom.'

– APJ Abdul Kalam **[50]**

The pictures reproduced on pages 4 and 5 may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number (1.6, 1.7 OR 1.8) of your choice and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

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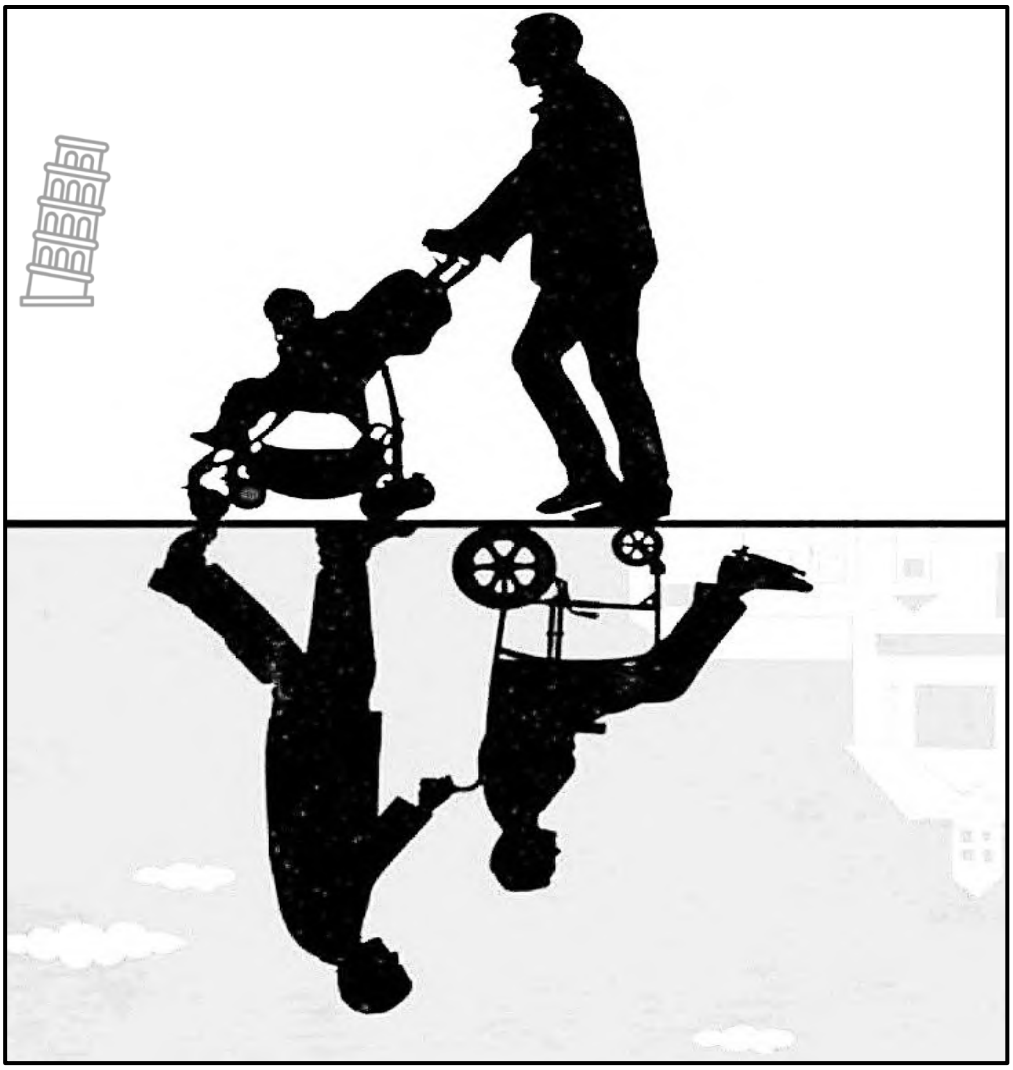
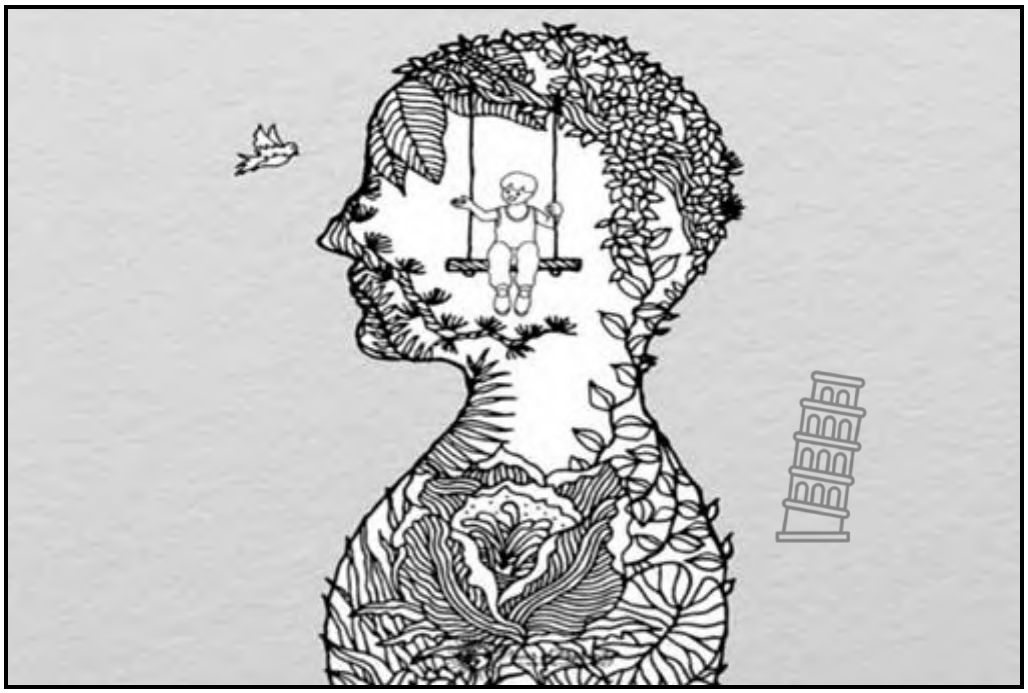
1.6



[Source: facebook.com] **[50]**

1.7



[Source: twitter.com] **[50]**

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1.8

[Source: unsplash.com] **[50]**

TOTAL SECTION A: 50

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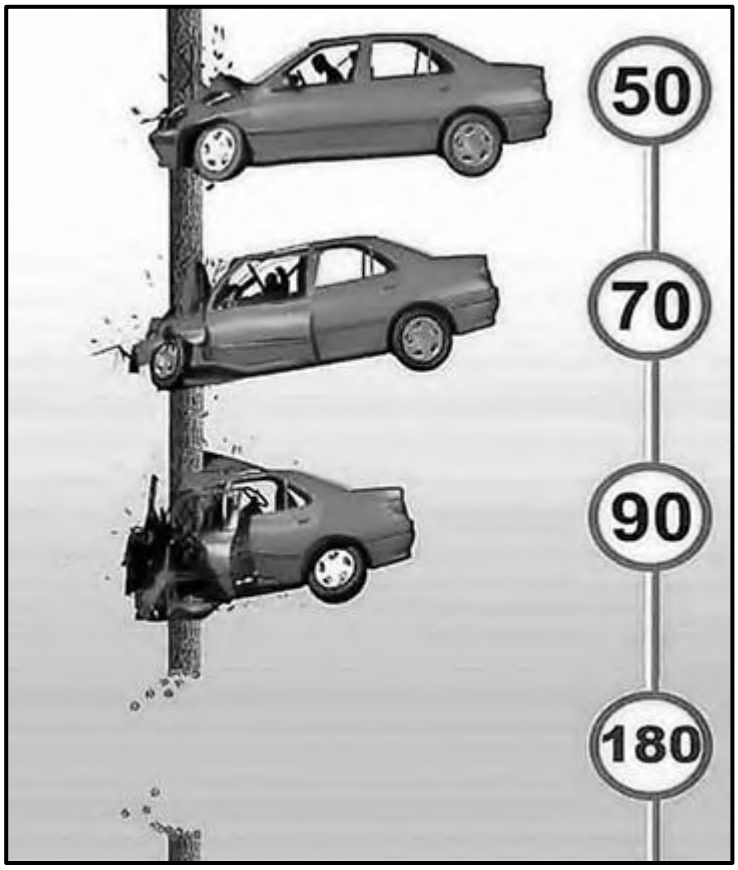
SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

- Respond to TWO of the following topics.
- The body of each of your answers should be 180–200 words (20–25 lines) in length.
- Pay careful attention to the following:
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format
- Write down the NUMBER and TITLE/HEADING of the text you have chosen, e.g. 2.1 LETTER TO THE PRESS.

2.1 LETTER TO THE PRESS



[Source: facebook.com]

The Automobile Association has recommended that, due to the consequences of high-speed crashes, the speed limit of 120 km per hour on South African freeways be reduced.

As a regular road user, write a letter to a national newspaper, expressing your views. **[25]**

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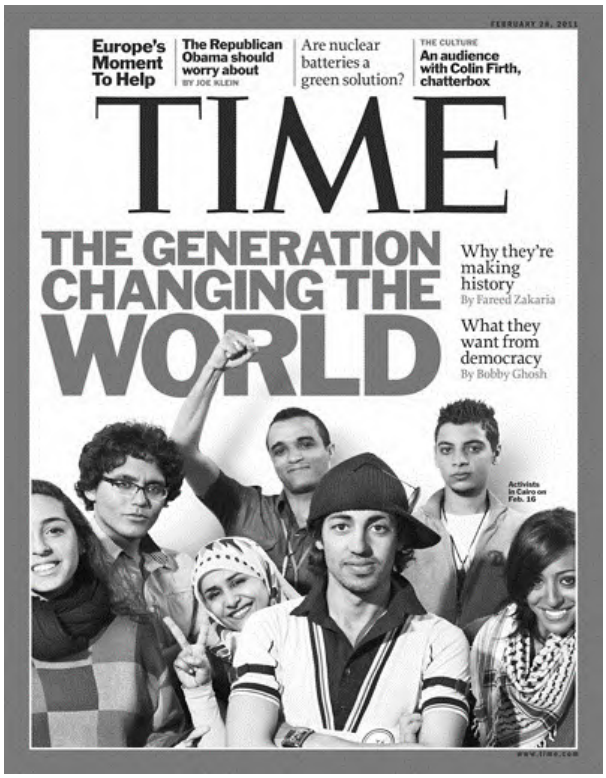
2.2 DIALOGUE

Many informal traders have set up their stalls along the route leading to your school. Unfortunately, some of these traders also sell cigarettes and other illicit items to children.

Write the dialogue between the chairperson of the Representative Council of Learners (RCL) and the representative of the South African Informal Traders' Association (SAITA) in which this situation is resolved. **[25]**

2.3 MAGAZINE ARTICLE



[Source: time.com]

Write the article which accompanies the headline, THE GENERATION CHANGING THE WORLD. **[25]**

2.4 E-MAIL

A new employment agency called Youth4SA has put out a call to find 100 young adults who will be trained to transfer valuable skills and empower the youth in disadvantaged communities across South Africa.

Write an e-mail to applications@Youth4SA.org.za in which you briefly describe yourself and your accomplishments, and motivate your selection for this initiative. **[25]**

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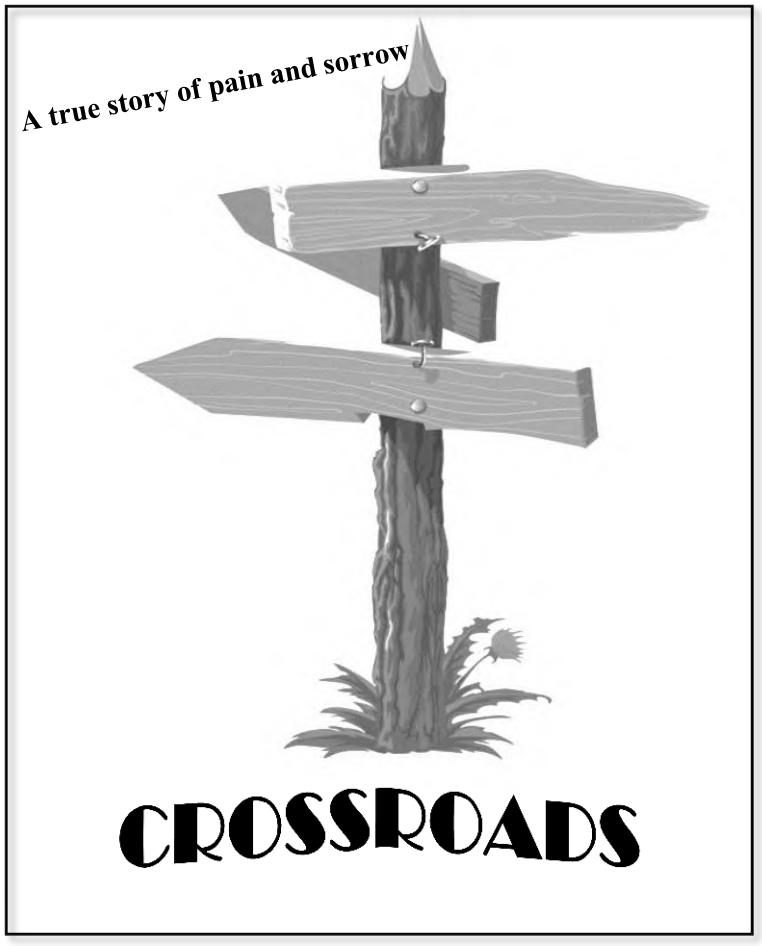
2.5 **OBITUARY**

A local influencer passed away tragically.

Write an obituary about this person and the impact that she/he has had on the community. **[25]**

2.6 **BOOK REVIEW**



A well-known public figure has written her/his memoirs.

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

TOTAL SECTION B: 50
GRAND TOTAL: 100

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ENGLISH HOME LANGUAGE P3

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 9 pages.

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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
- 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

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SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: Rubric for Assessing an Essay found on pages 7 and 8 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.

NOTE:

An essay cannot be 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, an 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 9 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.

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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 **Living in a silent world**

- Responses could be literal or metaphorical. **[50]**

1.2 **International sportsmen and women have a social obligation to make proper moral choices.**

- The choices made by sportsmen and women in creating a better society must be explored. **[50]**

1.3 **'I don't want the world to see me**
Cause I don't think that they'd understand.
When everything's made to be broken,
I just want you to know who I am.'

***Iris*, by the GooGoo Dolls**

- Candidates could explore the uniqueness of the individual/notions of acceptance of others and oneself.
- Candidates' responses must be based on an holistic interpretation of the quotation. **[50]**

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1.4 **This was the war to end all wars.**

- Credit literal or metaphorical responses. **[50]**

1.5 **'The best brains of the nation may be found in the last benches of the classroom.'**

APJ Abdul Kalam

- Candidates could illustrate the disjuncture between school performance and intellectual prowess/success. **[50]**

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

1.6 **Adult and child**

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

1.7 **Imagination**

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

1.8 **Bicycle leaning against a wall**

- Credit literal, figurative and/or mixed 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 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 LETTER TO THE PRESS

- The candidate should present her/his views on lowering the speed limit on South African freeways.
- Format: own address, date, addressee, subject line, salutation and signing-off **[25]**

2.2 DIALOGUE

- The Chairperson of the RCL interacts with the representative of the South African Informal Traders' Association to resolve the issue of the sale of illicit products to school children.
- Valid dialogue format should be used. **[25]**

2.3 MAGAZINE ARTICLE

- The candidate must write an article focusing on the role of the youth in changing the global community.
- Format: headline is essential; by-line is optional. **[25]**

2.4 E-MAIL

- The candidate must make a strong case for her/his selection in the Youth4SA training programme.
- Her/his skills and accomplishments should be highlighted.
- Format: sender's and recipient's e-mail addresses, subject line, salutation and signing off, appropriate register and tone **[25]**

2.5 OBITUARY

- The candidate must focus on the biographical details relating to the local influencer's impact on the community and tragic demise.
- The candidate must avoid eulogising/providing a personal, emotive account. **[25]**

2.6 BOOK REVIEW

- The candidate must provide her/his viewpoints of the book.
- Format: title, synopsis of plot, presentation of viewpoints, recommendations **[25]**

TOTAL SECTION B: 50
GRAND TOTAL: 100

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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**	**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, 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 coherent and 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 -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, 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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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** -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	**11–12** -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	**8–9** -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	**5–6** -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	**0–3** -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** -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	**10** -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	**7** -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	**4** -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** -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	**4** -Logical development of details -Coherent -Sentences, paragraphs logical, varied	**3** -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	**2** -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	**0–1** -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**	**10–12**	**7–9**	**4–6**	**0–3**
	-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	-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	-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	-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	-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**	**7–8**	**5–6**	**3–4**	**0–2**
	-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 very 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 -Some grammatical errors -Adequate vocabulary -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 obscured	-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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