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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

ENGLISH FIRST ADDITIONAL LANGUAGE P3 (EXEMPLAR)

MARKS: **100**

TIME: **2½ hours**

This question paper consists of 6 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Essay	(50)
SECTION B: Longer Transactional Text	(30)
SECTION C: Shorter Transactional Text	(20)

2. Answer ONE question from EACH section.

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/flowchart/key words, etc.), edit and proofread your work. The plan must appear BEFORE each text.

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 approximately:

   - 80 minutes on SECTION A
   - 40 minutes on SECTION B
   - 30 minutes on SECTION C

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

9. Give each response a suitable title/heading.

10. Do NOT consider the title/heading when doing a word count.

11. Write neatly and legibly.

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SECTION A: ESSAY

QUESTION 1

- Write an essay of between 200 and 250 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly e.g. 1.1 A childhood friendship that influenced me
- Give your OWN title if your choice is QUESTION 1.7 OR 1.8.
- Spend approximately 80 minutes on this section.

1.1 A childhood friendship that influenced me **[50]**

1.2 Disappointment! **[50]**

1.3 Love is better than hatred **[50]**

1.4 The lesson was … **[50]**

1.5 "It takes a dream to get started, desire to keep going and determination to finish." – Eddie Harris Jnr. **[50]**

1.6 People's choices **[50]**

Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.7 OR 1.8) and give your essay a suitable title.

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

1.7



[Source: google pictures] **[50]**

OR

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1.8



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

TOTAL SECTION A: 50

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SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

- Respond to ONE of the following transactional writing texts.
- The body of your response should be between 120 and 150 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, for example 2.1 FRIENDLY LETTER
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

2.1 FRIENDLY LETTER

You are going to host an outdoor braai evening at your home. Your elderly neighbour may be affected by the noise your visitors are likely to make during the outdoor braai evening which may carry on until very late.

Write a letter to your elderly neighbour and explain the situation. **[30]**

2.2 OBITUARY

A beloved uncle has suddenly passed away. He was highly respected and played an important role in your family. You have been requested to write his obituary.

Write out the obituary. Also pay tribute to him. **[30]**

2.3 REVIEW

You belong to a community book club which publishes a monthly newsletter to encourage reading among teenagers and have been tasked to review a book with a popular title for teenagers. The review will be published in the newsletter.

Write out the book review. **[30]**

2.4 DIALOGUE

Your mother is very unhappy with your recent behaviour at a community event in which you were almost arrested. Convince your mother not to inform your relatives as you intend correcting your mistakes.

Write out the conversation that took place between yourself and your mother.

NOTE: Use the dialogue format. **[30]**

TOTAL SECTION B: 30

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SECTION C: SHORT TRANSACTIONAL TEXT

QUESTION 3

- Choose ONE of the following topics and write a shorter transactional text.
- The body of your response should be between 80 and 100 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, for example 3.1. INVITATION CARD.
- Spend approximately 30 minutes on this section.

3.1 INVITATION CARD

You are a member of a community arts club. The club campaigns against teenage violence, drug abuse among teenagers etc.

Write out an invitation that will be sent to community organisations and invite them to an arts festival the club intends hosting in the near future.

NOTE: No marks are awarded for drawings and illustrations. **[20]**

3.2 DIARY ENTRIES

Your sister/brother has passed on due to a COVID-19 related infection. The funeral, which some relatives could not attend due to government restrictions and regulations, took place a few weeks ago.

Write TWO diary entries in which you express how you felt BEFORE and AFTER the funeral. **[20]**

3.3 INSTRUCTIONS

Your mother is a caregiver at a home for the elderly people. She has asked for your help to design instructions regarding prevention against the rapid spreading of COVID-19.

Write out the instructions. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

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GRADE 11

NOVEMBER 2022

ENGLISH FIRST ADDITIONAL LANGUAGE P3 MARKING GUIDELINE (EXEMPLAR)

MARKS: **100**

This marking guideline consists of 14 pages.

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INSTRUCTIONS AND INFORMATION

This marking guideline must be used in conjunction with the attached English FAL assessment rubrics for SECTIONS A, B and C.

NOTE: All pieces of writing should be read at least TWICE during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

SECTION A: ESSAY

QUESTION 1

INSTRUCTIONS TO MARKERS:

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only **some ways** in which the topics can be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

NOTE:
- Adhere to the length of 200–250 words as prescribed in the CAPS document. However, should the maximum word count be exceeded, refer to the First Additional Language Examination Guidelines, 2021.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 **A childhood friendship that influenced me**

Narrative/Reflective/Descriptive essay

- If narrative, a storyline illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If descriptive, there must be a vivid description of an experience/ incident.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type. **[50]**

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1.2 **Disappointment!**

Descriptive/Narrative/Reflective/Discursive/Argumentative essay

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong storyline must be evident in which a series of events lead to a negative/positive outcome. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type. **[50]**

1.3 **Love is better than hatred**

Reflective/Narrative/Descriptive/Discursive/Argumentative essay

- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events lead to a positive or negative outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type. **[50]**

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1.4 **The lesson was …**

Narrative/Reflective/Descriptive/Discursive essay

- If narrative, a strong storyline must be evident in which a series of events leads to a positive or negative outcome. There must be a logical sequence of tense
- If reflective, the candidate must still take a stance for or against the topic.
- If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type. **[50]**

1.5 **"It takes a dream to get started, desire to keep going and determination to finish." – Eddie Harris Jnr.**

Discursive/Descriptive/Reflective/Narrative essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a positive or negative outcome. There must be a logical sequence of tense.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type. **[50]**

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1.6 **People's choices**

Discursive//Reflective/Narrative/Descriptive/Argumentative essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type. **[50]**

Interpretation of pictures

- The candidate may interpret the picture in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the pictures.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.
- The following ideas, among others, may be explored in response to the pictures:

1.7 **Picture: Person going through a door and is handed a baby**

- **Literal interpretation**: e.g. an open door, going through a door, going through a stage of development, fatherhood, raising children, going from one phase to the next, emotional development, babies, starting a family etc.
- **Abstract interpretations**: realising your dreams, stages in life, life one step at a time, reaching your ultimate goal, etc. **[50]**

1.8 **Picture: Mask and Rose**

- **Literal interpretation**: the different masks we wear, love and hate, tragedy and comedy, acting, concealing who you are, hiding your emotions, celebrating an event, romance, joy and sadness etc.
- **Abstract interpretations**: sadness, frustration, anger, concealing a disability or distortion of the face, concealing love, contrasts, difficulty in love, opposites etc. **[50]**

TOTAL SECTION A: 50

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SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

INSTRUCTIONS TO MARKERS:

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

NOTE:

- Adhere to the length of 120–150 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 **FRIENDLY LETTER**

A letter to an elderly neighbour

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending

- The tone and register of the letter should be friendly and informal.
- The candidate must explain to the elderly neighbour about the noise likely to happen during party. **[30]**

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2.2 **OBITUARY**

Your beloved uncle has passed on

- The tone must be formal.

- The following aspects of format must be included:
  - Full name(s) of the deceased
  - Date of birth
  - Date of death
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors
  - Date, time and place of funeral

- The following aspects may be included:
  - Biographical information
  - Cause of death

- Tribute must be paid to the deceased **[30]**

2.3 **REVIEW**

- The candidates should give their own subjective view on the **book** they have read.

  The following information should be in the book review:
  - title and author of the book
  - setting
  - brief outline of the plot and
  - candidate's own evaluation of the book
  - what particular / specific moral values the book tries to impart / what values does it want to teach the youth.

- The tone and register of the review should be appropriate to the content and the target audience (the candidate's peers).

- The review must be written in paragraph form. **[30]**

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2.4 DIALOGUE

A conversation between yourself and your mother.

- A context must be provided at the beginning of the dialogue.
- The following aspects of the dialogue format must be included:
    - The names of the speakers should be followed by colons.
    - A new line should be used to indicate each new speaker.
    - Stage directions must be indicated in brackets (if used).
- The dialogue must be between yourself and your mother.
- The tone must be informal.
- The conversation should revolve around relatives not being informed about misbehaviour.
- The 'convincing' of the mother must be clear. **[30]**

TOTAL SECTION B: 30

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SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 3

INSTRUCTIONS TO MARKERS:

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

NOTE:
- Adhere to the length of 80–100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

3.1 INVITATION CARD

Invitation to community organisations for Arts Festival.

- The invitation must include the following aspects:
  - Recipient
  - Date, venue and time
  - Type of function must be clear
- Language should be suited to the context.
  Full sentences are not necessary.

NOTE: No marks are awarded for drawings and illustrations. **[20]**

3.2 DIARY ENTRIES

The candidate's feelings **before** and **after** the funeral.

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the funeral.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions. **[20]**

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3.3 **INSTRUCTIONS**

Instructions for the prevention of the rapid spread of COVID-19.

Instructions must be in point form.

- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and instructive.
- Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

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SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper 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.

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** - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	**22–24** - 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.	**16–18** - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	**10–12** - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	**4–6** - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	**25–27** - 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.	**19–21** - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	**13–15** - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	**7–9** - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	**0–3** - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
		14–15	**11–12**	**8–9**	**5–6**	**0–3**

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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**		- 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 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.	- 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.	- Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Very basic use of language. - Tone and diction are inappropriate. - Very limited vocabulary.	- Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**13**	**10**	**7**	**4**	
		- 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 **Features of text** **Paragraph development and sentence construction** **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**
		- Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	- Logical development of details - Coherent - Sentences, paragraphs logical, varied	- Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes some sense	- Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	- Necessary points lacking - Sentences and paragraphs faulty
MARKS RANGE		**40–50**	**30–39**	**20–29**	**10–19**	**0–9**

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SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 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 **18 MARKS**	**15–18** - 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	**11–14** - 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.	**8–10** - 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.	**5–7** - 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-–4** - 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, spelling **12 MARKS**	**10–12** - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.	**8–9** 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	**6–7** - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning	**4–5** - Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning is obscured.	**0–3** - 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
MARKS RANGE	**25–30**	**19–23**	**14–17**	**9–12**	**0–7**

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SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	10–12	**8–9**	**6–7**	**4–5**	**0–3**
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **12 MARKS**	- 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.
	7–8	**5–6**	**4**	**3**	**0–2**
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **8 MARKS**	- Tone, register, style, 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 is 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 obscured
MARKS RANGE	**17–20**	**13–15**	**10–11**	**7–8**	**0–5**

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