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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

ENGLISH HOME LANGUAGE P3 (EXEMPLAR)

MARKS: **100**

TIME: **2½ hours**

This question paper consists of 7 pages.

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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 from SECTION A and TWO questions from 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. use a mind map/diagram/flow chart/key words, etc.), edit and proofread your work. The planning must appear BEFORE the answer.

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

7. You are strongly advised to spend approximately:
   - 80 minutes on SECTION A
   - 70 minutes on SECTION B (2 x 35 minutes)

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

9. Give each response a suitable title/heading, as indicated by the question.
   NOTE: The title/heading must NOT be considered when doing a word count.

10. Write neatly and legibly.

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SECTION A: ESSAY

QUESTION 1

- Write an essay of 350–400 words (approximately 2 pages) on ONE of the following topics.
- Write down the NUMBER and TITLE/HEADING of your essay.

1.1 Success is on the other side of your comfort zone. **[50]**

1.2 Children's games, toys and fairy-tales perpetuate demeaning stereotypes. **[50]**

1.3 Google is making us dumber, not smarter. **[50]**

1.4 Body-shamers / Body-shaming. **[50]**

1.5 There are true sides to every story.

[*Business Day,* March 2021] **[50]**

1.6 The pictures reproduced below may evoke some reaction or feeling in you, or stir your imagination.

- Select ONE picture and write an essay in response.
- Provide your essay with a suitable title.
- Write the correct topic number (1.6.1, 1.6.2 or 1.6.3).

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

1.6.1



[Source: dog and duck. Youtube] **[50]**

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1.6.2



[Source: openpark.media.mit.edu voiceless] **[50]**

1.6.3



[Source: '*Prosthetics*' photo by Wuland Jehoo Bali Adaptive Pro.] **[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 answer should be 180–200 words (20–25 lines) in length.
- Pay careful attention to the following:
  - Content and planning
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format, structure and editing
- Write down the NUMBER and the TITLE/HEADING of the text you have chosen, e.g. 2.1 Letter to the Editor.

2.1 COVERING LETTER AND CURRICULUM VITAE

From Gelvandale to Cambridge University.

Despite financial challenges in her journey to obtain a tertiary education, a Gqeberha woman has persisted all the way to the top of the academic food chain – from Gelvandale to Cambridge University.

[Source: Raahil Sain, The Herald, 23 March 2021.]

The above newspaper article tells the story of Inge Schneider, a 32-year-old woman from Gelvandale who now works as a lawyer with investment projects that aim to create jobs and alleviate poverty in Africa. Not long after achieving her Law (LLB) degree in 2010 she was awarded a full Chevening Scholarship to study for her Master's Degree in Law at the University of Cambridge.

Write the covering letter and curriculum vitae that you would attach to apply for a scholarship such as this one after you have completed your school career. **[25]**

2.2 MAGAZINE ARTICLE

Write a magazine article for a local teen publication titled: "*Why we are never content.*" **[25]**

2.3 INTERVIEW

Write the interview that takes place between you and a famous sportsman/woman. In the interview ascertain how the person managed to stay fit, mentally strong and motivated during the Covid-pandemic, when so many sporting events and competitions were cancelled or postponed. **[25]**

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2.4 INFORMAL LETTER

TUNING IN TO MUSIC THERAPY CAN SOOTHE COVID-19 ANXIETY

Anxiety, depression and stress have soared since Covid-19 entered our lives, but music therapy may help soothe your blues away.

The Health Professionals Council of SA recognises therapists in four art therapy modalities: art, drama, dance and music.

These therapies "are particularly effective during times of crisis, especially in coping with isolation, changes in circumstance, trauma and grief".

[Source: Gillian McAinsh, *The Herald*, 23 March 2021]

Write a letter to a friend or family member who has been struggling with mental health issues, suggesting Music Therapy as an alternative treatment to help them cope. **[25]**

2.5 LETTER TO THE PRESS

DESPERATE TIMES FOR BAY'S FRAIL AND ELDERLY

Government-funded frail care centres and old age homes in Nelson Mandela Bay are running on fumes, and if things do not turn around soon, hundreds of people could be left destitute.



[Source: Roslyn Baatjies-Klaasen and Zamadulo Malonde, *The Herald*, 23 March 2021]

Read the above headline and introduction to a front-page newspaper article and write a letter to the editor in response. **[25]**

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2.6 **FORMAL SPEECH**

YOUTH STILL FIND IT DIFFICULT TO SECURE JOBS IN SOUTH AFRICA

This year with the focus on "*growing youth employment for an inclusive and transformed society",* the vital question is, "What strides have we made in ensuring our youth have better opportunities for employment in South Africa?"

According to the *Quarterly Labour Force Survey (QLFS*) of the 1st quarter of 2021, the official unemployment rate was 32,6%. This rate was 46,3% among young people aged 15–34 years, implying that almost one in every two young people did not have a job. And in February, "more than half of all people of working age in the Eastern Cape were unemployed during the fourth quarter of 2020."

[Source: http://www.statssa.gov.za/?p=14415/]

Consider the alarming statistics regarding unemployment as mentioned on the Stats SA government website.

Write the speech that you will deliver to an audience of young school leavers in which you encourage them to become entrepreneurs and make a positive impact on the employment rate in the Eastern Cape. **[25]**

TOTAL SECTION B: 50
GRAND TOTAL: 100

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GRADE 11

NOVEMBER 2022

ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE
(EXEMPLAR)

MARKS: **100**

TIME: **2½ hours**

This marking guideline consists of 10 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, 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 page 8–10 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.

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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 350–400 words (approximately 2 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 **Success is on the other side of your comfort zone.**

- Reflective/descriptive or narrative.
- Could convey a specific area where one could be successful or a more global approach.
- Stepping outside what is comfortable and safe to achieve something worthwhile is the crux of this topic. **[50]**

1.2 **Children's games, toys and fairy-tales perpetuate demeaning stereotypes.**

- Argumentative or discursive but allow for relevant responses that are narrative or reflective too.
- Candidate could agree or disagree with the statement.
- Response should demonstrate understanding of stereotype(s) and should make use of an/example(s) from either games, toys or fairy-tales to illustrate this understanding.
- Responses can focus on one stereotype such as gender, ethnicity, racial generalisations that promote this line of thinking and behaviour in children.
- Can focus on impact this has in indoctrination in adulthood. **[50]**

1.3 **Google is making us dumber, not smarter.**

- Argumentative/discursive but also consider a strong narrative/reflective response.
- The interaction and connectivity to the Internet to have instant answers (gratification) does not lead to us learning more or having better understanding of the world.
- Our reliance on the Internet and search engines such as Google can make us less knowledgeable and in fact lazy and dependent. **[50]**

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1.4 **Body-shamers / Body-shaming.**

- Narrative/descriptive/reflective/argumentative/discursive.
- Candidate could choose topic from either perspective; victim or perpetrator.
- Should focus on the concept of having a poor body-image and the negative impact and feelings of shame about our bodies. Or could look at being judgemental of others' bodies.
- Could focus on the effects and impact this has on a persons' self-esteem. **[50]**

1.5 **There are true sides to every story.**

[*Business Day, March 2021*]

- Discursive/narrative/reflective/descriptive/argumentative
- Candidate could focus on the idea that there are two sides to every story: objectivity, and that each side has its truths and merits.
- Could focus on social media and fake news – not knowing what to believe. **[50]**

1.6 1.6.1 **Dog and Duck companions**

- Narrative/reflective/descriptive/argumentative/discursive
- Focus could look at:
  - Unlikely friendships
  - Enemies or rivals who become friends through shared experiences
  - Understanding and showing empathy for others who are different from ourselves **[50]**

1.6.2 **Voiceless**

- Narrative/reflective/descriptive/argumentative/discursive
- Being silenced/not having a voice.
- Censorship.
- Could allude to gender stereotypes or silencing feminist views. **[50]**

1.6.3 **Prosthetics photo**

- Narrative/reflective/descriptive/argumentative/discursive
- Candidate could focus on rising above one's challenges (could be difficulties or disabilities of any kind – not necessarily amputation – mark globally here). **[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 COVERING LETTER AND CURRICULUM VITAE

- **Covering letter** should follow formal letter format, and appropriate tone and register.
- Purpose must indicate application for a **scholarship**.
- Should express interest in a degree/course of study and motivate why they want to pursue this path and possibly what impact or contribution to society they could make having achieved this.
- **CV** details: personal information, education and qualifications, work experience, additional skills and interests/hobbies, contactable references. **[25]**

2.2 MAGAZINE ARTICLE

- Headline provided, by-line (optional) and author of article.
- Article content should deal with why we are never satisfied or happy with what we have – can visit any avenue of life, schooling, relationships, career path or financial situation (mark globally here regarding focal area).
- Appropriate style and register for audience (teen publication) should be adhered to here. **[25]**

2.3 INTERVIEW

- Interview must follow dialogue format with alternating speakers each on a new line and deal in a question and answer format.
- Questions should express interest in the coping mechanisms of sports competitors during Covid-pandemic.
- It should be evident in which sport the person is a competitor.
- Answers should be insightful and demonstrate understanding of topic – how they stayed fit, positive and motivated during Covid-pandemic and how they managed their expectations and disappointment of cancelled competitions/ events.
- Interaction required.
- Do not penalise if sportsperson is a fictitious one. **[25]**

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2.4 INFORMAL LETTER

- Language, register and audience to be acknowledged for the person to whom candidate is writing letter.
- Letter should include: acknowledgment of the recipient's difficulties or struggles with mental health (anxiety, depression and/or stress) and offer advice, suggest Music Therapy as an alternative to help alleviate these issues.
- The Music Therapy can focus on any four mentioned as a solution: drama, music, art or dance.
- An understanding of the 'healing' properties and benefits of this creative, artistic outlet should be evident. **[25]**

2.5 LETTER TO THE PRESS

- Formal format, register and tone
- Letter should address the necessity to look after the welfare of the elderly in their community.
- Tone should indicate urgency and sympathy for the aged living under current conditions in mismanaged, and understaffed facilities.
- Could offer suggestions on better care for the frail in these centres. **[25]**

2.6 FORMAL SPEECH

- Should include:
- Language, tone and register should be formal and appropriate to task
- Acknowledgement of audience
- Acknowledgement of the dire situation current unemployment has on the individual, in the community, nationally and impact on the local (and national) economy.
- Importance of entrepreneurship and suggestions on how to get creative, be brave in the face of tough economic times and create job opportunities. **[25]**

TOTAL SECTION B: 50
GRAND TOTAL: 100

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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** - 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.

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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**	**Upper level**	**14–15**	**11–12**	**8–9**	**5–6**	**0–3**
		- 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 less appropriate to purpose, audience and context. - Very basic use of language. - Diction is inappropriate. - Very limited vocabulary.	- 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**	**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 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 – 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**	**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 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**	**7–8**	**5–6**	**3–4**	**0–2**
	- 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	**20–25**	**15–19**	**10–14**	**5–9**	**0–4**

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