



**NATIONAL SENIOR  
CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2023**

**ENGLISH HOME LANGUAGE P3  
MARKING GUIDELINE**

**MARKS: 100**

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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.

**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.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
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.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
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 **'The cake of forgiveness gets smaller every time you eat a slice.'**

[Amber Fossey]

- Reflective/descriptive/argumentative/discursive/narrative.
- Candidates could reflect on the act of forgiving and the maturity required to forgive.
- Focus on the effect of forgiveness on relationships and the positive impact it has.
- Could also imply that one eventually runs out of forgiveness.

[50]

1.2 **"Its better to walk alone, than follow a crowd going in the wrong direction."**

[Herman Sui]

- Reflective/descriptive/argumentative/discursive/narrative.
- Could give literal/figurative /mixed responses.
- Could focus on asserting your own sense of individuality.
- Reflections on learning to stand your ground.
- Candidates may reflect on peer pressure and the difficulties of resisting.

[50]

1.3 **'We do not inherit the earth from our ancestors, we borrow it from our children ...'**

[Source: [www.pinterest.com](http://www.pinterest.com)]

- Narrative/argumentative/discursive/reflective/descriptive.
- Could reflect on man's pivotal role in preserving the earth for the future generations.
- Could focus on the element of creating an awareness to protect earth.
- Could provide suggestions for a cleaner and greener earth for the future.

[50]

1.4 **The following words should appear during the course of your essay:  
The final warning.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Could relate a situation in which a final warning was issued.
- Could reflect on any current world situation and see it as a final warning.
- Could focus on a lesson learnt from the final warning.

[50]

1.5 **“Summertime. It was a song. It was a season. I wondered if that season  
would ever live inside of me.”** [Benjamin Alire Saenz]

- Narrative/reflective/argumentative/discursive/descriptive.
- Candidates could focus on their experiences of summer.
- Could relate it to personal experience of life.
- Could focus on a yearning for an invincible spirit in the face of adversity.
- Credit literal, figurative and mixed responses.

[50]

1.6 **Old man skating while youngsters look on.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Could focus on being active even in old age.
- Could reflect on youngsters being taken aback at the old man’s agility.
- Reflect on the view that age is just an attitude.

[50]

1.7 **Fish jumping out of a bulb on a railway track.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Image depicts a fish jumping out of a lightbulb on a railway track.
- Could present the idea of yearning to break free/explore.
- Could focus on the idea of moving out of one’s comfort zone.
- Could reflect on a journey.

[50]

1.8 **People choosing both ways to get to the end of the tunnel.**

- Narrative/reflective/descriptive/argumentative/discursive
- Could focus on how the goal is the same but there can be many approaches.
- Credit literal, figurative and 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 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 friend will outline the numerous disadvantages of tattooing.
- Focus could be on permanent scarring/stereotyping/tissue damage.
- Focus could be on regret that would follow later in life.
- Possible alternatives for making a statement may be provided.

**[25]****2.2 MAGAZINE ARTICLE**

- Response should follow format conventions: headline, sub-heading, (optional), date and by-line (optional).
- Target audience – should be addressed to /teenagers/parents of teenagers/educators interacting with teenagers.
- Could focus on the serious impact of depression.
- Formal register, tone and diction appropriate to suit teenagers/parents/educators.
- Advice and suggestions could be offered.
- Focus should be on the lack of understanding surrounding mental illnesses in the youth.

**[25]****2.3 REPORT**

- Could focus on the reasons for the surge in bullying at schools.
- Possible reasons: Home environment/Winning/Power/Bully's own history.
- Provide possible recommendations as to how bullying might be eradicated.
- Educating learners/importance of security cameras.
- Format: headline; terms of reference; procedure; findings; conclusion; recommendations.

**[25]****2.4 OBITUARY**

- Formal language.
- Factual details of deceased's life.
- How the ward councillor died.
- Reference to his/her legacy.
- By whom is the ward councillor survived.
- Details of funeral arrangements.

**[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 position as a waitron in the December holidays – as an enthusiastic, energetic, and effervescent. 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.
- Candidates should focus on the demands of the Grade 12 year.
- Outline the seven habits that will help the Grade 11 learners cope with Grade 12.

**[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
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning. Awareness of purpose, audience and context.  <b>30 MARKS</b>	Upper level	<b>28–30</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</b>
		<ul style="list-style-type: none"> <li>- Outstanding/Striking response beyond normal expectations.</li> <li>- Intelligent, thought-provoking and mature ideas</li> <li>- Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Very well-crafted response.</li> <li>- Fully relevant and interesting.</li> <li>- Ideas with evidence of maturity</li> <li>- Very well organised and coherent (connected) including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response</li> <li>- Ideas are reasonably coherent and convincing.</li> <li>- Reasonably organised and coherent including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently coherent response</li> <li>- Unclear ideas and unoriginal</li> <li>- Little evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- Totally irrelevant response</li> <li>- Confused and unfocused ideas</li> <li>- Vague and repetitive</li> <li>- Unorganised and incoherent</li> </ul>
	Lower level	<b>25–27</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</b>
		<ul style="list-style-type: none"> <li>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>- Mature and intelligent ideas</li> <li>- Skilfully organised and coherent (connected) including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Well-crafted response.</li> <li>- Relevant and interesting ideas.</li> <li>- Well organised and coherent (connected) including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response but some lapses in clarity.</li> <li>- Ideas are fairly coherent and convincing.</li> <li>- Some degree of organisation and coherence including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Largely irrelevant response.</li> <li>- Ideas tend to be disconnected and confusing.</li> <li>- Hardly any evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- No attempt to respond to the topic.</li> <li>- Completely irrelevant and inappropriate.</li> <li>- Unfocused and muddled.</li> </ul>



LANGUAGE, STYLE AND EDITING	Upper level	14–15	11–12	8–9	5–6	0–3
		<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>- Language confident, exceptionally impressive – compelling and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Highly skilfully crafted.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Language is effective and a consistently appropriate tone is used.</li> <li>- Largely error-free in grammar and spelling.</li> <li>- Very well crafted.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Appropriate use of language to convey meaning.</li> <li>- Tone is appropriate.</li> <li>- Rhetorical devices used to enhance content.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Very basic use of language.</li> <li>- Diction is inappropriate.</li> <li>- Very limited vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Language incomprehensible</li> <li>- Tone, register, style and vocabulary not appropriate to purpose, audience and context.</li> <li>- Vocabulary limitations so extreme as to make comprehension impossible.</li> </ul>
15 MARKS	Lower level	13	10	7	4	
		<ul style="list-style-type: none"> <li>- Language excellent and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Skilfully crafted.</li> </ul>	<ul style="list-style-type: none"> <li>- Language engaging and generally effective</li> <li>- Appropriate and effective tone.</li> <li>- Few errors in grammar and spelling.</li> <li>- Well-crafted</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate use of language with some inconsistencies.</li> <li>- Tone generally appropriate and limited use of rhetorical devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate use of language.</li> <li>- Little or no variety in sentence.</li> <li>- Exceptionally limited vocabulary.</li> </ul>	
STRUCTURE		5	4	3	2	0–1
	<ul style="list-style-type: none"> <li>- Excellent development of topic</li> <li>- Exceptional detail</li> <li>- Sentences, paragraphs exceptionally well-constructed</li> </ul>	<ul style="list-style-type: none"> <li>- Logical development of details.</li> <li>- Coherent</li> <li>- Sentences, paragraphs logical, varied.</li> </ul>	<ul style="list-style-type: none"> <li>- Relevant details developed.</li> <li>- Sentences, paragraphs well-constructed.</li> <li>- Essay still makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Some valid points</li> <li>- Sentences and paragraphs faulty</li> <li>- Essay still makes sense despite flaws.</li> </ul>	<ul style="list-style-type: none"> <li>- Necessary points lacking.</li> <li>- Sentences and paragraphs faulty.</li> </ul>	
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
<b>CONTENT PLANNING AND FORMAT</b> Response and ideas Organisation of ideas for planning Purpose, audience and features/ conventions and context <b>15 MARKS</b>	<b>13–15</b> <ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format.</li> </ul>	<b>10–12</b> <ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<b>7–9</b> <ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<b>4–6</b> <ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul>	<b>0–3</b> <ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscured with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, purpose/ effect, audience and context Language use and conventions. Word choice Punctuation, spelling <b>10 MARKS</b>	<b>9–10</b> <ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<b>7–8</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>- Generally grammatically accurate and well-constructed</li> <li>- Very good vocabulary</li> <li>- Mostly free of errors</li> </ul>	<b>5–6</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors</li> <li>- Adequate vocabulary</li> <li>- Errors do not impede meaning</li> </ul>	<b>3–4</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar with numerous errors</li> <li>- Limited vocabulary</li> <li>- Meaning is obscured.</li> </ul>	<b>0–2</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose.</li> <li>- Meaning seriously obscured.</li> </ul>
<b>MARKS RANGE</b>	<b>20–25</b>	<b>15–19</b>	<b>10–14</b>	<b>5–9</b>	<b>0–4</b>