Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE

MARKS: 100

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 8–9 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 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 **It was the kind of conversation you could only hold in whispers.**

- Reflective/descriptive/argumentative/discursive/narrative.
- Candidates could focus on intimate/secret dialogues regarding forbidden love, cultural taboos, family secrets, political dissents etc. **[50]**

1.2 **'The first stab of love is like a sunset, a blaze of colour – oranges, pearly pinks, vibrant purples ...'**

[Anna Godbersen]

- Reflective/descriptive/argumentative/discursive/narrative.
- Candidates could focus on romantic love/familial love/friendship or any facet of life that evokes passion.
- Candidates could focus on themes like the vibrant intensity of love; the pain/unexpected nature of love; the fleeting beauty of love; the transformative nature of love etc. **[50]**

1.3 **Champions are defined by the grind, not the crown.**

- Narrative/argumentative/discursive/reflective/descriptive.
- Candidates could focus on themes like perseverance/effort over glory/superficial victory (e.g. athletes, students). **[50]**

1.4 **Modern society offers a glaring shortage of reliable role models.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Candidates may agree or disagree.
- Candidates could focus on the need for true heroes (e.g. teachers/activists/personal mentors/community leaders etc.) versus influencers/celebrities. **[50]**

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1.5 **'The smaller my circle got, the clearer my vision became.'**

[Trent Shelton]

- Narrative/reflective/argumentative/discursive/descriptive.
- Candidates may agree or disagree.
- Candidates could focus on themes like loyalty; the importance of quality over quantity in relationships; the importance of eliminating superficial or toxic people/distractions in order to gain clarity/focus or achieve goals/desires etc. **[50]**

1.6 **Driving away on an open road.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and/or mixed responses.
- Candidates could focus on themes like freedom, escape, nature, travel etc. **[50]**

1.7 **Match figure stepping back.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and/or mixed responses.
- Candidates could focus on themes like individuality, being unique, not following the crowd. **[50]**

1.8 **Pouring into each other's cups.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and/or mixed responses.
- Candidates could focus on themes like Ubuntu, relationships, human connection, brainwashing etc. **[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 E-MAIL

- Candidates should describe specific order problems (e.g. cold food, missing items and delays).
- Candidates could request refunds/better delivery standards/driver training etc.
- Format: sender's and recipient's e-mail addresses, subject line, salutation and signing off, appropriate register and tone **[25]**

2.2 MAGAZINE ARTICLE

- Candidates should offer tips/support methods for parents.
- Candidates could discuss strategies like consistent routines, open communication, celebrating small wins, creating distraction-free study zones, cooking brain-boosting meals etc.
- Format: headline is essential; by-line is optional **[25]**

2.3 DIALOGUE

- The conversation could have a positive/negative/mixed outcome.
- Conflict between peer pressure vs moral obligation should be clear.
- Candidates could highlight possible consequences (criminal proceedings, moral aspects etc.).
- Tone must be persuasive.
- Valid dialogue format should be used. **[25]**

2.4 LETTER TO THE PRESS

- Candidates should express their views on the conflicting messages on body image and obesity affecting the youth.
- Candidates could discuss impact on self-esteem, health risks associated with obesity, social media pressure etc.
- Candidates could propose solutions such as balanced education that promotes body positivity alongside healthy living/balanced nutrition/benefits of exercise.
- Format: own address, date, addressee, subject line, salutation and signing-off **[25]**

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2.5 FORMAL REPORT

- Candidates should focus on issues affecting connectivity (e.g. lack of infrastructure, high cost of data, the digital divide, resource inequality etc.)
- Candidates could recommend solutions like school hotspots etc.
- Formal register and tone.
- Format: Title, terms of reference, procedure, findings, conclusion, and recommendations, sign-off, date **[25]**

2.6 OBITUARY

- Candidates should focus on the biographical details regarding the support staff member's life, sudden passing and his/her impact on/contribution to the lives of struggling learners.
- Candidates must avoid eulogizing /providing a personal, emotive account. **[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**	**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 (connected) including introduction, body and conclusion/ending.	- 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.	- Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	- 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 (connected) including introduction, body and conclusion/ending.	- Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) 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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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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