Province of the
EASTERN CAPE
EDUCATION

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

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

ENGLISH FIRST ADDITIONAL LANGUAGE P3 MARKING GUIDELINE

MARKS: **100**

This marking guideline consists of 11 pages.

Thank you for choosing www.ecexams.co.za to download examination documents.

INSTRUCTIONS AND INFORMATION

These marking guidelines 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 could 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 assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

  } Rubric Attached

NOTE:
- Adhere to the length of between 250–300 words as prescribed in the CAPS document. However, should the maximum word count be exceeded refer to the First Additional Language Examination Guidelines, Grade 12, 2021.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 **The "Yes" that changed me**

Narrative/Descriptive/Reflective/Discursive/Argumentative

- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the writer should create a picture in words using as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

Thank you for choosing www.ecexams.co.za to download examination documents.

1.2 **I had no choice**

Descriptive/Reflective/Narrative/Discursive/Argumentative

- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

1.3 **Spending my hard-earned money**

Reflective/Descriptive/Narrative/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer should create a picture in words using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

1.4 **Vaping is less harmful than tobacco smoking**

Discursive/Reflective/Narrative/Descriptive/Argumentative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the candidate should create a picture in words using 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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

1.5 **"Life itself is the most wonderful fairy tale." — Hans Christian Andersen**

Reflective/Narrative/Descriptive/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

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:
- must give the essay a suitable title
- may interpret the pictures in any way, relevant to the picture
- may choose to write any type of essay, relevant to the picture
- must link the interpretation to the picture

1.6 **Picture: Pocket Watch and Key**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: time, unlocking doors
- Figurative interpretations: aging, opportunities **[50]**

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

1.7 **Picture: Face in the form of a puzzle**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretation: identity, creativity
- Figurative interpretation: human nature, emotions, many masks **[50]**

1.8 **Picture: Snake (Cobra)**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: nature, fear of snakes
- Figurative interpretations: evil, prejudice against snakes **[50]**

TOTAL SECTION A: 50

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

SECTION B:

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 between 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 **DIALOGUE**

A conversation between the learner and the parent about the non-submission of the key assignment.

- A brief context must be provided at the beginning of the dialogue.
- The tone should be appropriate.
- The following aspects of the dialogue format must be included:
  - Name of the speakers or references to the speakers written on the left side of the page.
  - A colon after the name of the character who is speaking.
  - A new line to indicate each new speaker.

Where necessary, actions must be given in brackets before the words are spoken. **[30]**

2.2 **REVIEW**

Film review

- The tone and register should be appropriate for the target audience.
- The content must be suitable for viewing by people of all ages.
- The following information should be included in the review, among
- others:
  - The title of the film
  - A description of plot, main characters and key incidents
  - A judgement or evaluation/rating of the film
- Some of the following may be included:
  - Genre/setting/style/lighting/camera angles
  - Director/Producer of the film
- Accept different formats of the review.

[30]

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

2.3 E-MAIL

An e-mail to a friend in difficulty who needs encouragement.

- Allow for acceptable variations of format.
- The e-mail should be addressed to your friend.
- The tone and register of the e-mail should informal and empathetic.
- The following aspects of format must be included:
  - The recipient's e-mail address
  - Subject
  - Salutation/Greetings
  - Message
  - Conclusion
  - Suitable ending
  - Senders name
- The e-mail must amongst others include encouragement and advice on how to cope with the conflicting situation/problems at home. **[30]**

2.4 SPEECH

A speech reflecting learners' views on the change of rules banning/prohibiting the use of social media at school.

- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
  - An introduction that captures the listener's attention
  - Well-developed points
  - A suitable conclusion
- The speech must amongst others contain the learners' views regarding the banning of using social media during break times. **[30]**

TOTAL SECTION B: 30

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

SECTION C:

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 FLYER

Flyer promoting a talent show for school fundraising

The following information should be included in the flyer, **among others**:
- Eye-catching headline or slogan
- Catchy words and phrases should be used
- Sufficient details of services offered
- Contact details of the person offering the service
- The language may be formal or informal but not slang or colloquial **[20]**

3.2 WHATSAPP MESSAGE

A WhatsApp message for clean-up event ideas

- Allow for acceptable variations of the format
- The tone and register of the text should be informal
- The text must be clear and concise
- Formal salutations and endings are not necessary, but the recipients should be addressed appropriately
- No slang and emoji's must be used in the message **[20]**

3.3 INSTRUCTIONS

Instructions on how to obtain your learners driving licence

The instructions:
- may be in point or paragraph form
- must be logical
- must be written in the imperative **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

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
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, 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.	**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 not 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 less 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 sentence. - 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 some sense	**2** - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	**0–1** - Necessary points lacking - Sentences and paragraphs faulty

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

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

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.

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

Copyright reserved

Thank you for choosing www.ecexams.co.za to download examination documents.