Bergvliet High School

English Home Language

Name: _____

Grade: _____

Final Examination 2025 | **Time: 3 Hours**

Grade: 10 | **Examiner: Mr Howard**

English Paper 3 – 100 marks | **Moderator: English Department**

	Marks	Learner Mark
TOTAL SECTION A & B	**100**	

Section	Indicate topic number		Marks	Learner Mark
A		Essay	50	
B		Transactional Text	25	
B		Transactional Text	25	

First Transactional

6.4 APPENDIX D: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -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	**10–12** -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	**7–9** -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	**4–6** -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	**0–3** -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 & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -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	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -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

PLEASE DETACH THIS PAGE AND ATTACH IT TO THE FRONT OF YOUR ANSWER SHEETS.

Second Transactional

6.4 APPENDIX D: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -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	**10–12** -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	**7–9** -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	**4–6** -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	**0–3** -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 & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -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	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -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

ASSESSMENT 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- 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 & 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 and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very 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 less 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 not 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 sentences -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 sense	**2** -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	**0–1** -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

SECTION A:	Essay	(50 marks)
SECTION B:	Longer Transactional Texts	(2 x 25 marks)

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 are strongly advised to spend approximately 100 minutes on Section A and 40 minutes on each question from Section B.

6. Number each response as the topics are numbered on the question paper.

7. 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.

8. Pay attention to spelling, sentence construction and language.

9. THE WRITING PROCESS

   a. There must be clear evidence that you have planned, proofread and edited your work.
   b. This planning (mind map / diagram / flow chart / key words) must appear BEFORE the essay and the transactional pieces.
   c. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.

10. Write neatly and legibly.

11. **PLEASE DETACH THE FRONT COVER (Pages 1 & 2) AND ATTACH IT TO YOUR ANSWER SHEETS.**

SECTION A: ESSAY

QUESTION 1

Write an essay of **300 – 350 words** (2 pages) on **ONE** of the following topics. Write down the NUMBER and the TITLE/HEADING of your essay.

1.1	Artificial intelligence will never write a truly great song.	**[50]**
1.2	Music education should be compulsory for all students in South Africa.	**[50]**
1.3	'Take a sad song, and make it better'. *(*Lyrics by Paul McCartney*, The Beatles)*	**[50]**
1.4	The power of a live performance.	**[50]**
1.5	I've been humming the wrong tune my whole life.	**[50]**
1.6	"Ah, music, a magic beyond all we do here!" (J.K. Rowling, *Harry Potter and the Philosopher's Stone*)	**[50]**
1.7	The pictures reproduced on the next page may evoke a reaction or a feeling in you or stir your imagination. Select **ONE** picture and write an essay in response. Write the question number (1.7.1, 1.7.2 or 1.7.3) of your choice and give your essay a title. NOTE: There must be a clear link between your essay and the picture you have chosen.	

1.7.1



[50]

1.7.2



[50]

1.7.3



[50]

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL WRITING

QUESTION 2

- Respond to **TWO** of the following topics.
- The body of your answer should be **180 – 200 words** in length.
- Write down the number and title/heading of both questions you have chosen
  e.g. 2.1 Newspaper Article.
- Pay careful attention to the following:
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format

2.1 NEWSPAPER ARTICLE

Write a newspaper article debating how streaming sites negatively or positively affect performers.

[25]

2.2 FORMAL LETTER

Write a formal letter of complaint to the City Planning Head regarding excessive noise pollution from a stadium's late-night music concerts.
Address your complaint to:
The Head of City Planning, Municipal Offices, 56 District Street, 8001

[25]

2.3 EMAIL



Write an email motivating students and staff to submit historical items for a new digital archive documenting the school's musical past.

[25]

2.4 **SPEECH**

Deliver an inspirational speech persuading the audience that the emotional intelligence learned through music are crucial life skills.

[25]

2.5 **FILM REVIEW**



[TEXT: Music and lyrics. Music from the motion picture]

You have recently watched the above film. Write a critical film review.

[25]

2.6 **DIALOGUE**

Write a dialogue between a performer and their agent about an upcoming event in Cape Town.

[25]

TOTAL SECTION B: [2 x 25 = 50]

GRAND TOTAL: 100 MARKS