This memorandum consists of 9 pages.
INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language assessment rubrics for SECTIONS A, B and C.

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 candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 and 8 to mark the essays.

1.1 Miracles really do happen!

- Narrative essay.
- The candidates may mention, among others:
  o details of why a miracle was needed
  o what the miracle was
  o why the change was miraculous
  o the reactions to/results of the miracle. [40]

1.2 I heard a loud crash, followed by a tinkling sound and then running footsteps. I hurried to see what had happened.

Write an essay which starts with the sentences above.

- Narrative essay.
- The candidates may mention, among others:
  o when and where the incident took place
  o details of what had happened
  o who was involved
  o the outcome of the situation. [40]

1.3 People who inspire me

- Descriptive essay.
- The candidates may describe, among others:
  o who the people are
  o what these people do or say
  o their reasons for feeling inspired
  o how being inspired affects their lives. [40]
1.4 A journey through the night

Write an essay in which you describe the sights, sounds and feelings you experienced during the journey.

- Descriptive essay.
- The candidates may describe, among others:
  o when and to where they journeyed
  o their mode of transport
  o what they saw and heard along the way
  o their thoughts and feelings during the journey.

1.5 Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- The interpretation should be clearly linked to the picture.

1.5.1 The candidates may write about, among others:
  o the beauty of nature
  o peace and tranquillity
  o the dog as 'man's best friend'
  o loneliness
  o searching for something.

1.5.2 The candidates may write about, among others:
  o having a sense of responsibility
  o the joy of gardening
  o opportunities to grow
  o protecting/nurturing something precious.

1.5.3 The candidates may write about, among others:
  o the appreciation of nature and wildlife
  o the tourism industry
  o elephant poaching
  o an encounter with a herd of elephants.

1.5.4 The candidates may write about, among others:
  o the role of parents
  o the importance of family
  o childhood memories
  o healthy and fun activities
  o the joys of parenting.

TOTAL SECTION A: 40
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

2.1 DIALOGUE

- The following aspects of **format** should be included:
  - name of each speaker
  - colon after the name of each speaker throughout the dialogue.
- The candidates should include, **among others:**
  - a response to the friend's reminder
  - an explanation of what has kept them apart
  - a discussion of the way forward.

2.2 FORMAL LETTER

- The letter should be addressed to the manager of the bus company.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of **format** should be included:
  - address of sender
  - date
  - address of recipient
  - greeting/salutation
  - subject line
  - suitable ending
  - signature and name of sender.
- The candidates may mention, **among others:**
  - a description of the bus driver's behaviour every day
  - how the driver responds to the learners' complaints
  - their fears and concerns
  - how the situation must be resolved.
2.3 SPEECH

- The following aspects of style should be considered:
  - a strong/clever opener to attract attention
  - fairly short sentences containing clear points
  - the flow of the speech
  - speech must convey enthusiasm and conviction
  - the closing should leave a powerful message with the audience.
- The candidates may include, among others:
  - the types of extramural activities offered by the school
  - reasons for and advantages of participating in these activities
  - encouragement for learners to participate. [20]

2.4 FRIENDLY LETTER

- The letter should be addressed to a teacher.
- The letter should be written in paragraphs.
- The tone and register of the letter could be informal to semi-formal, but respectful.
- The following aspects could be included:
  - brief reference to the support given
  - how the support affected the candidate's life
  - the candidate's feelings of appreciation.
- The following information should be included in the letter:
  - address of sender
  - date
  - greeting/salutation
  - suitable ending
  - name/signature. [20]

TOTAL SECTION B: 20
SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 3

Instructions to Markers:

• Candidates are required to answer ONE question.
• The ideas listed below the topics are only some ways in which the topics could be interpreted. Full credit must be given for the candidate's own interpretation.
• Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
• Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1 POSTER

• Candidates may include the following, among others:
  o the heading
  o what the talk is about
  o date, time and place of the talk
  o reasons why learners should attend the talk.

NOTE: Do NOT award marks for drawings or illustrations. [20]

3.2 INVITATION CARD

• The following details should be provided, among others:
  o name of the sports club
  o who is invited
  o purpose of the function
  o the venue, date and time of the dinner
  o name and contact details of person to respond to.
• The style can be formal or informal.

NOTE: Do NOT award marks for drawings or illustrations. [20]

3.3 DIARY ENTRY

• The following aspects of format and style should be considered:
  o date must be given
  o writing must be in the 1st person
  o writing must be personal.
• The candidates may include, among others:
  o some idea of what is happening in their lives at that moment
  o a personal reflection on their lives
  o resolutions and plans for the future.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 80
### SECTION A: ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
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<tbody>
<tr>
<td>CONTENT &amp; PLANNING</td>
<td>22–24</td>
<td>18</td>
<td>12–16</td>
<td>7–11</td>
<td>0–6</td>
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<tr>
<td>(Response and ideas)</td>
<td>- Outstanding/Striking response beyond normal expectations</td>
<td>- Very well-crafted response</td>
<td>- Satisfactory response - Ideas are reasonably coherent and convincing</td>
<td>- Inconsistently coherent response</td>
<td>- Totally irrelevant response</td>
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<td>Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>- Intelligent, thought-provoking and mature ideas</td>
<td>- Fully relevant and interesting ideas with evidence of maturity</td>
<td>- Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>- Unclear ideas and unoriginal</td>
<td>- Confused and unfocused ideas</td>
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<td>24 MARKS</td>
<td>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Very well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Little evidence of organisation and coherence</td>
<td>- Vague and repetitive</td>
<td>- Unorganised and incoherent</td>
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<td>Upper level</td>
<td>19–21</td>
<td>17</td>
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<td>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay</td>
<td>- Well-crafted response</td>
<td>- Inconsistently coherent response</td>
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<td>- Mature and intelligent ideas</td>
<td>- Relevant and interesting ideas</td>
<td>- Vague and repetitive</td>
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<tr>
<td>- Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>- Unorganised and incoherent</td>
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SECTION A: ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS] (continued)

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<td>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
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<td>12 MARKS</td>
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<td><strong>STRUCTURE</strong></td>
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<td>Features of text; Paragraph development and sentence construction</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<td>4 MARKS</td>
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<td><strong>MARK RANGE</strong></td>
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<td>28–30</td>
<td>20–25</td>
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### SECTION B AND C: ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL TEXT – SECOND ADDITIONAL LANGUAGE [20 MARKS]

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<th>Criteria</th>
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<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
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<tbody>
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<td>CONTENT, PLANNING &amp; FORMAT</td>
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<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
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<tr>
<td>Response and ideas;</td>
<td>- Outstanding response beyond normal expectations</td>
<td>- Very good response demonstrating good knowledge of features of the type of text</td>
<td>- Adequate response demonstrating knowledge of features of the type of text</td>
<td>- Basic response demonstrating some knowledge of features of the type of text</td>
<td>- Response reveals no knowledge of features of the type of text</td>
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<td>Organisation of ideas for</td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions</td>
<td>- Not completely focused – some digressions</td>
<td>- Some focus but writing digresses</td>
<td>- Meaning is obscure with major digressions</td>
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<td>planning;</td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas, very well elaborated and details support topic</td>
<td>- Reasonably coherent in content and ideas</td>
<td>- Not always coherent in content and ideas</td>
<td>- Not coherent in content and ideas</td>
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<td>Purpose, audience,</td>
<td>- Writing maintains focus</td>
<td>- Generally appropriate format with minor inaccuracies</td>
<td>- Some details support the topic</td>
<td>- Few details support the topic</td>
<td>- Very few details support the topic</td>
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<td>features/conventions</td>
<td>- Coherence in content and ideas</td>
<td>- Appropriate format but with some inaccuracies</td>
<td>- Normally appropriate format</td>
<td>- Necessary rules of format vaguely applied</td>
<td>- Necessary rules of format not applied</td>
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<td>and context</td>
<td>- Highly elaborated and all details support the topic</td>
<td>- Appropriate format</td>
<td>- Adequate format</td>
<td>- Some critical oversights</td>
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<td></td>
<td>- Appropriate and accurate format</td>
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<td>5–6</td>
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<td>Tone, register, style,</td>
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<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
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<td>purpose/effect,</td>
<td>-Grammatically accurate and well constructed</td>
<td>-Generally grammatically accurate and well constructed</td>
<td>- Some grammatical errors</td>
<td>-Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
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<td>audience and context;</td>
<td>-Virtually error-free</td>
<td>-Very good vocabulary</td>
<td>-Adequate vocabulary</td>
<td>-Limited vocabulary</td>
<td>-Vocabulary not suitable for purpose</td>
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<td>Language use and conventions;</td>
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<td>-Mostly free of errors</td>
<td>-Errors do not impede meaning</td>
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<td>-Meaning seriously impaired</td>
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<td>Word choice;</td>
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