INSTRUCTIONS AND INFORMATION

This memorandum must be used together 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 and structure.

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 candidate and give credit for relevant ideas, even if they are not listed below the topics.
• Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  o Content and planning (32 marks)
  o Language, style and editing (12 marks)
  o Structure (6 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 This has indeed been a wonderful year.

• Narrative/Descriptive/Reflective essay.
• The time frame of the essay should be limited to this year.
• The following ideas may be explored, among others:
  o Some experiences/memorable events/occasions.
  o Lessons the candidate has learnt this year.
  o The people who have had an impact on the candidate’s life this year.

[50]
1.2 South Africa has hosted important international sporting events in 2009, such as cricket, soccer and rugby. But has the ordinary South African benefited from these events?

Discuss your views.

- Argumentative/Discursive/Expository essay.
- The following ideas may be explored, among others:
  - Job creation.
  - Development of infrastructure (stadiums, roads, airports, etc.).
  - Economic benefits.
  - Building a unified South Africa. [50]

1.3 I have learnt that failure can lead to success.

- Reflective/Narrative essay.
- The following ideas may be explored, among others:
  - The event/incident that resulted in failure.
  - How the candidate dealt with the failure.
  - What eventually led to success. [50]

1.4 The importance of saving our environment.

- Expository/Discursive essay.
- The following ideas may be explored, among others:
  - The damage caused to the planet and certain species.
  - Our dependence on the environment.
  - Ways to save the environment. [50]

1.5 My favourite type of music, and why I like it.

- Descriptive/Expository/Reflective essay.
- The following ideas may be explored, among others:
  - What type of music the candidate enjoys most.
  - Reasons why the candidate enjoys this type of music.
  - Favourite artists who perform this type of music. [50]

1.6 A terrifying experience.

- Narrative/Descriptive/Reflective essay.
- The following ideas may be explored, among others:
  - When and where the experience occurred.
  - What actually happened.
  - The impact this experience has had on the candidate’s life. [50]
1.7 Interpretation of pictures.

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates should give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas may be explored in response to the pictures, among others:
  - 1.7.1 Early childhood memories/My father/uncle/grandfather I thanked him for .../Family relationships/Things I have learnt from my father/uncle/grandfather.
  - 1.7.2 Love and relationships/The meaning of marriage/Girls and diamonds/A beautiful wedding/Love and marriage/The cost of weddings today/Commitment.
  - 1.7.3 The importance of education/Writing examinations/This is my story .../My favourite author/poet/book/If I could write a story.

[50]

TOTAL SECTION A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 REVIEW

- The response may be a formal review or in the form of a speech.
- The review must be in paragraph form.
- The tone and register of the review should be appropriate to the content and the target audience (learners).
- The following details should be included, among others:
  - Film – the title of the film; the main actors; the director and/or producer; the plot; setting; characterisation; your evaluation of the film.
  - Book – the plot; setting; characterisation; your evaluation of the book.

2.2 DIALOGUE

The following ideas may be explored, among others:
- The candidate’s interest, aptitudes, likes, favourite subjects at school.
- The subjects the candidate is studying at school.
- The courses the candidate is considering, admission requirements, where the candidate will have to study, duration of study, accommodation options, costs, etc.
- Whether the candidate will be able to study further or not.

NOTE: The dialogue format must be used.
2.3 FORMAL LETTER

- The letter should be addressed to a store manager.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender.
  - Date.
  - Address of recipient.
  - Greeting/Salutation.
  - Subject line.
  - Suitable ending.
- The following information should be included in the letter, among others:
  - Date of repair and make and/or model of item.
  - Details of problems encountered with the item after repairs.
  - How the candidate would like the matter to be resolved.

2.4 SPEECH

- The speech must be in paragraph form.
- The tone of the speech should be formal.
- The language and register should be appropriate to the audience (the learners of the school).
- The following ideas may be explored, among others:
  - Details of some of the accidents that have occurred.
  - Factors that have contributed to these accidents.
  - What learners need to do in order to prevent future accidents.

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENCE/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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 to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

NOTE: No additional penalties must be imposed as the rubric itself imposes penalties.
3.1 POSTER

- The poster should encourage learners to donate items of uniform.
- The following should be included:
  - Heading/Slogan.
  - Reasons for the project.
  - Items required (e.g. shirts, dresses, jerseys, shoes, belts, etc.)
  - When and where the items may be dropped off.
  - Contact person.

NOTE: No marks are awarded for illustrations. [20]

3.2 LIST

- The list must be in point form and complete sentences must be used.
- Numbers or bullets may be used to indicate each new point. Candidates may also choose to write each point on a new line or leave lines between points.
- The following ideas may be explored, among others:
  - Drawing up a guest list, if any.
  - Deciding on a suitable date, time and venue for the function.
  - Making arrangements for the event or any other relevant arrangements. [20]

3.3 ADVERTISEMENT

- The advertisement should persuade teenagers to buy the product.
- The language, tone and register should be appropriate to the target group.
- The following should be included, among others:
  - Brand name.
  - Slogan.
  - Details of the product.

NOTE: No marks are awarded for illustrations. [20]

TOTAL SECTION C: 20

GRAND TOTAL: 100
## SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50)

<table>
<thead>
<tr>
<th>Code 7: Outstanding (80 – 100%)</th>
<th>Code 6: Meritorious (70 – 79%)</th>
<th>Code 5: Substantial (60 – 69%)</th>
<th>Code 4: Adequate (50 – 59%)</th>
<th>Code 3: Moderate (40 – 49%)</th>
<th>Code 2: Elementary (30 – 39%)</th>
<th>Code 1: Not achieved (0 – 29%)</th>
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<tr>
<td>Outstanding 80 – 100%</td>
<td>Meritorious 70 – 79%</td>
<td>Substantial 60 – 69%</td>
<td>Adequate 50 – 59%</td>
<td>Moderate 40 – 49%</td>
<td>Elementary 30 – 39%</td>
<td>Not achieved 0 – 29%</td>
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<td>26 – 32</td>
<td>22½ – 25½</td>
<td>19½ – 22</td>
<td>16 – 19</td>
<td>13 – 15½</td>
<td>10 – 12½</td>
<td>0 – 9½</td>
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### CONTENT & PLANNING (32 MARKS)
- Critical awareness of impact of language.
- Language, punctuation effectively used. Uses figurative language.
- Choice of words highly appropriate. Style, tone, register highly suited to topic.
- Virtually error-free following proof-reading & editing.

| 10 – 12                          | 8½ – 9½                        | 7½ – 8                         | 6 – 7                        | 5 – 5½                      | 4 – 4½                      | 0 – 3½                      |

### LANGUAGE, STYLE & EDITING (12 MARKS)
- Critical awareness of impact of language.
- Language, punctuation correct; able to include figurative language correctly.
- Choice of words varied & correctly used.
- Style, tone, register appropriately suited to topic.
- Largely error-free following proof-reading & editing.

### STRUCTURE (6 MARKS)
- Coherent development of topic. Vivid detail.
- Sentences, paragraphs coherently constructed.
- Length in accordance with requirements of topic.

| 5 – 6                             | 4½                               | 4                             | 3 – 3½                       | 2½                          | 2                            | 0 – 1½                      |

# SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

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<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
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### CONTENT, PLANNING & FORMAT

**8 – 10**
- Text is grammatically accurate & well constructed.
- Vocabulary is very appropriate to purpose, audience & context.
- Style, tone, register very appropriate.
- Text virtually error-free following proofreading, editing.
- Length correct.

**7 – 7½**
- Text is well constructed & easy to read.
- Vocabulary is appropriate to purpose, audience & context.
- Style, tone, register generally appropriate.
- Text mostly error-free following proofreading, editing.
- Length correct.

**6 – 6½**
- Text is adequately constructed. Errors do not impede flow.
- Vocabulary is appropriate to purpose, audience & context.
- Style, tone, register adequately appropriate.
- Text still contains a few errors following proofreading, editing.
- Length almost correct.

**5 – 5½**
- Text is basically constructed. Several errors.
- Vocabulary is limited & not very suitable for the purpose, audience & context.
- Style, tone & register inappropriate.
- Text contains several errors following proofreading, editing.
- Length too long/short.

**4 – 4½**
- Text is poorly constructed & difficult to follow.
- Vocabulary requires remediation & not suitable for purpose, audience & context.
- Style, tone & register inappropriate.
- Text error-ridden despite proofreading, editing.
- Length too long/short.

**3 – 3½**
- Text is poorly constructed and muddled.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style, tone & register do not correspond with topic.
- Text error-ridden and confused following proofreading, editing.
- Length – far too long/short.

**2 – 2½**
- No knowledge of requirements of the text.
- Writing – learner digresses, meaning is obscure in places.
- Text not coherent in content & ideas, too few details to support topic.
- Planning/drafting non-existent. Poorly presented text.
- Has not applied the necessary rules of format.

### STYLE & EDITING

**8 – 10**
- Specialized knowledge of requirements of the text.
- Disciplined writing – learner maintains focus, hardly any digressions.
- Text is coherent in content & ideas, with all details supporting topic.
- Evidence of planning &/or drafting has produced a well crafted, presentable text.
- Has applied the necessary rules of format/meritorious.

**7 – 7½**
- Good knowledge of requirements of the text.
- Disciplined writing – learner maintains focus, with minor digressions.
- Text is coherent in content & ideas, and details support the topic.
- Evidence of planning &/or drafting has produced a presentable & good text.
- Has applied most of the necessary rules of format/substantial.

**6 – 6½**
- Adequate knowledge of requirements of the text.
- Writing – learner digresses from topic but does not impede overall meaning.
- Text adequately coherent in content & ideas & some details support the topic.
- Evidence of planning &/or drafting has produced a satisfactorily presented text.
- Has applied an adequate idea of the requirements of format.

**5 – 5½**
- Inadequate planning &/or drafting. Text not well presented.
- Has vaguely applied the necessary rules of format.

**4 – 4½**
- Inadequate planning &/or drafting. Text not virtually error-free following proofreading, editing.
- Style, tone & register inappropriate.
- Text error-ridden despite proofreading, editing.
- Length too long/short.

**3 – 3½**
- Inadequate planning &/or drafting. Text still contains a few errors following proofreading, editing.
- Length – too long/short.

**2 – 2½**
- Inadequate planning &/or drafting. Text error-ridden despite proofreading, editing.
- Length – far too long/short.

**1 – 1½**
- Inadequate planning &/or drafting. Text error-ridden & difficult to follow.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style, tone & register do not correspond with topic.
- Text error-ridden and confused following proofreading, editing.
- Length too long/short.

**0 – 0½**
- Not achieved

### SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS FIRST ADDITIONAL LANGUAGE (20)

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<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
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<tr>
<td>- Specialized knowledge of requirements of text. - Disciplined writing – learner maintains focus, hardly any digressions. - Text fully coherent in content &amp; ideas, and all details support topic. - Evidence of planning &amp;/or drafting has produced a virtually flawless, presentable text. - Has applied all the necessary rules of format.</td>
<td>- Good knowledge of requirements of text. - Disciplined writing – learner maintains focus, with minor digressions. - Text is coherent in content &amp; ideas, and details support topic. - Evidence of planning &amp;/or drafting has produced a well crafted &amp; presentable text. - Has applied the necessary rules of format.</td>
<td>- Fair knowledge of requirements of the text. - Writing – learner maintains focus, with minor digressions. - Text is coherent in content &amp; ideas, and details support topic. - Evidence of planning &amp;/or drafting has produced a presentable and good text. - Has applied most of the necessary rules of format.</td>
<td>- Adequate knowledge of requirements of the text. - Writing – learner digresses but does not impede overall meaning. - Text is adequately coherent in content &amp; ideas and some details support topic. - Evidence of planning &amp;/or drafting has produced a satisfactorily presented text. - Has applied an adequate idea of the requirements of format.</td>
<td>- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. - Writing – learner digresses, meaning is obscure in places. - Text moderately coherent in content &amp; ideas and has basic details which support the topic. - Evidence of planning &amp;/or drafting that has produced a moderately presentable &amp; coherent text. - Has a moderate idea of requirements of the format – some critical oversights.</td>
<td>- Elementary knowledge of requirements of the text. - Writing – learner digresses, meaning is obscure in places. - Text not coherent in content &amp; ideas and too few details to support the topic. - Planning and drafting non-existent. Poorly presented text. - Has not applied the necessary rules of format.</td>
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<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong> (13 MARKS)</td>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong> (7 MARKS)</td>
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<td>- Text is basically constructed. Several errors. - Vocabulary is limited and not very suitable for purpose, audience and context. - Style, tone and register inappropriate. - Text contains several errors following proofreading, editing. - Length – too long/short.</td>
<td>- Text is poorly constructed and difficult to follow. - Vocabulary requires some remediation and not suitable for purpose, audience and context. - Style, tone and register do not correspond with topic. - Text error-ridden and confused following proof-reading, editing. - Length – far too long/short.</td>
<td>- Text is poorly constructed and muddled. - Vocabulary requires serious remediation &amp; not suitable for purpose. - Style, tone &amp; register do not correspond with topic. - Text error-ridden and confused following proof-reading, editing. - Length – far too long/short.</td>
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