ENGLISH FIRST ADDITIONAL LANGUAGE P3
FEBRUARY/MARCH 2011
MEMORANDUM

MARKS: 100

This memorandum consists of 9 pages.
INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL 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.
- 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.
- 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 attached rubric:
  - Content and planning (32 marks)
  - Language, style and editing (12 marks)
  - Structure (6 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

1.1 My teacher's advice has really helped.

- Narrative/Reflective essay
- The essay must be about taking advice that has benefited the candidate in some way.

NOTE: The words given in the topic MUST be included somewhere in the essay.

1.2 My family's problems and how they were solved.

Recently your family experienced certain problems. Describe these problems and say what was done to resolve them.

- Reflective/Descriptive/Narrative essay
- The essay must be written in the first person.
- The essay must be about the problems experienced and the solutions/ action taken.

1.3 How I see myself in twenty years' time.

- Narrative/Descriptive/Reflective essay
- The essay must be written in the first person.
1.4 The joy of helping others.
   - Reflective/Narrative/Descriptive essay
   - The essay may be about helping others and about the joy/happiness experienced as a result. [50]

1.5 Write a story that includes the following words:

   When he pushed me into the boot of the car and closed it, I knew …

   - Narrative/Descriptive/Reflective essay
   - The essay must be written in the first person.

   **NOTE:** The words given in the topic MUST be included somewhere in the essay. [50]

1.6 Wearing school uniform is very important. Do you agree? Discuss your views on wearing school uniform.

   - Argumentative/Discursive essay
   - The candidate must express his/her point of view and provide substantiation/motivation. [50]

1.7 The youth of my country.

   - Descriptive/Discursive/Reflective essay
   - The essay must be about the youth of the candidate's country. [50]

1.8 Interpretation of pictures.

   - The candidate may interpret a picture in any way.
   - The candidate may choose to write ANY type of essay.
   - The interpretation must be linked to the pictures.
   - The candidate should give the essay a suitable title.
   - The candidate may write in any appropriate tense. [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.
- 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 attached rubric:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

2.1 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
  - Signature/Name of sender
- The contents should include an invitation to the friend to accompany the writer, as well as details about travel and accommodation arrangements.

2.2 DIALOGUE

- The dialogue format must be used.
- The dialogue must be between two friends.
- The tone must be informal.
- The dialogue must be about the candidate being upset in some way as well as about his/her feelings.
2.3 FORMAL LETTER

- The letter should be addressed to the store manager.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Address of recipient
  - Date
  - Greeting/Salutation
  - Suitable ending
  - Signature and name of sender
- The candidate must give details of, and express gratitude for, the service the shop assistant rendered. [30]

2.4 SPEECH

- The speech must be in paragraph form.
- The tone, language and register of the speech should be appropriate to the audience (the learners of the school) and the topic.
- The speech must be about the importance of participation in sport. [30]

TOTAL SECTION B: 30
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/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.
• 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 attached rubric:
  o Content, planning and format (13 marks)
  o Language, style and editing (7 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 INVITATION

• The invitation should include details about the function.
• No marks are awarded for illustrations. [20]

3.2 ADVERTISEMENT

• The advertisement should include some details of the CD and persuade the youth to buy it.
• The language, tone and register may be informal.
• No marks are awarded for illustrations. [20]

3.3 DIRECTIONS

• The directions may be in point or paragraph form.
• Complete sentences are not necessary.
• The following should be included, among others:
  o At least three turns
  o At least two landmarks (e.g. a place of worship, a school, a fast-food outlet, a chain store, a sports field)
• 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)

|---------------------|---------------------|---------------------|------------------|------------------|-------------------|---------------------|

**CONTENT & PLANNING**

(32 MARKS)

- Critical awareness of impact of language.
- Language, punctuation effectively used.
- Figurative language used.
- Choice of words highly appropriate.
- Style, tone, register highly suited to topic.
- Virtually error-free following proofreading & editing.

**LANGUAGE, STYLE & EDITING**

(12 MARKS)

- Critical awareness of language evident.
- Language, punctuation mostly correct.
- Choice of words suited to text.
- Style, tone, register suitable to topic.
- Largely error-free following proofreading & editing.

**STRUCTURE**

(6 MARKS)

- Logical development of details. Coherent.
- Sentences, paragraphs logical, varied.
- Length correct.

- Several relevant details developed.
- Sentences, paragraphs well constructed.
- Length correct.

- Some points, necessary details developed.
- Sentences, paragraphs faulty but essay still makes sense.
- Length almost correct.

- Sometimes off topic. General line of thought difficult to follow.
- Sentences, paragraphs faulted at an elementary level.
- Length – far too long/short.

*From: Examination Guidelines: Languages Paper 3/2 – January 2009*
### SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

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#### CONTENT, PLANNING & FORMAT (20 MARKS)

- Specialised knowledge of requirements of the text.
- Disciplined writing – maintains focus, no digressions.
- Text fully coherent in content & ideas & all detail support the topic.
- Evidence of planning &/or drafting has produced a virtually flawlessly presentable text.
- Has applied all the necessary rules of format/outstanding.

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

- Fair knowledge of requirements of the text.
- 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.

- 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.

- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.
- Writing – learner digresses, meaning is vague in places.
- Text moderately coherent in content & ideas and has basic details which support the topic.
- Evidence of planning &/or drafting has produced a moderately presentable & coherent text.
- Has a moderate idea of requirements of format – some critical oversights.

- Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.
- Writing – learner digresses, meaning is obscure in places.
- Text not always coherent in content & ideas, and has few details which support the topic.
- Inadequate planning &/or drafting. Text not well presented.
- Has vaguely applied the necessary rules of format.

#### LANGUAGE, STYLE & EDITING (10 MARKS)

- Text is grammatically accurate & well constructed.
- Vocabulary is very appropriate to purpose, audience & context.
- Style, tone, register very appropriate.
- Text virtually error-free following proof-reading, editing.
- Length correct.

- Text is well constructed & accurate.
- Vocabulary is mostly appropriate to purpose, audience & context.
- Style, tone, register mostly appropriate.
- Text largely error-free following proof-reading, editing.
- Length correct.

- Text is well constructed & easy to read.
- Vocabulary is appropriate to purpose, audience & context.
- Style, tone, register generally appropriate.
- Text mostly error-free following proof-reading, editing.
- Length correct.

- Text is adequately constructed. Errors do not impede flow.
- Vocabulary is adequate for the purpose, audience & context.
- Style, tone, register adequately appropriate.
- Text still contains a few errors following proof-reading, editing.
- Length almost correct.

- Text is basically constructed. Several errors.
- Vocabulary is limited & not very suitable for the purpose, audience & context.
- Lapses in style.
- Text contains several errors following proof-reading, editing.
- Length – too long/short.

- 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.

- 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 proof-reading, editing.
- Length – far too long/short.

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

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