This memorandum consists of 10 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.
- 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. 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:
  o Content and planning (30 marks)
  o Language, style and editing (15 marks)
  o Structure (5 marks)

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

1.1 On the other side of the door ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  o If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  o If descriptive, there must be a vivid description of an experience/incident.
  o If reflective, there must be a personal account of thought processes and feelings/emotions about what happened on the other side of the door.
  o A candidate may write an essay which contains elements of more than one type of essay.

NOTE: The words given in the topic MUST be included somewhere in the essay.
1.2 The sound of nature

- Descriptive/Narrative/Reflective essay
- The following must be considered:
  - If descriptive, there must be a vivid description of an experience/incident.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions.
  - A candidate may write an essay which contains elements of more than one type of essay.

1.3 My culture has shaped me.

- Reflective/Descriptive/Narrative essay
- The following must be considered:
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the impact of culture on the candidate.
  - If descriptive, there must be a vivid description of how culture has influenced the candidate.
  - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  - A candidate may write an essay which contains elements of more than one type of essay.

1.4 Rights and responsibilities cannot be separated. Discuss this statement.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented impartially.
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate’s views and experiences.
  - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.
1.5 Do not think of today’s failures but of the successes that may come tomorrow.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented impartially.
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate’s views and experiences.
  - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

1.6 Parents and teachers are the voices of experience. Children should, therefore, live by their rules. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given.
  - There should be a clear defence/motivation/argument for the position taken.

1.7 Interpretation of pictures

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas, (among others) may be explored in response to the pictures:

1.7.1 o Literal interpretation: e.g. reference to money, saving money, etc.
  - Abstract interpretation: e.g. economy, wealth, money is not needed to lead a fruitful life, vices associated with money, etc.

1.7.2 o Literal interpretation: e.g. babies crawling, the beauty of babies, teenage pregnancy, etc.
  - Abstract interpretation: e.g. social grant, the future generation, innocence, future leaders, etc.

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

2.1 FORMAL LETTER

- The letter should be addressed to the mayor.
- The tone and register of the letter must be formal.

- The following aspects of format must be included:
  - Writer’s address
  - Date
  - Recipient’s address
  - Greeting/Salutation
  - Heading/Subject line
  - Suitable ending
  - Closing, signature, name of sender

- The following information must be included in the letter, among others:
  - Purpose for writing
  - Candidate’s views
2.2 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of death
  - Date of birth.
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (spouse, children) and their names
  - Date and time of funeral
  - Biographical information.
- A tribute must be paid to the deceased. [30]

2.3 MAGAZINE ARTICLE

- The article must have a heading.
- The content must be about addiction to social networks.
- The dangers of social networking must be emphasised in this article.
- The language may be formal/ informal.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest and keep the reader absorbed. [30]

2.4 INFORMAL SPEECH

- The speech must be in paragraph form.
- The tone of the speech must be informal.
- The language and register must be appropriate to the audience (the family members and friends).
- The audience should be addressed appropriately.
- Consider the following:
  - The content of the speech should be relevant to the topic (welcoming a brother/sister back home and congratulating him/her on completing his/her studies).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted. [30]
SECTION C: SHORTER TRANSACTIONAL TEXT

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

3.1 POSTER

- The poster must include details about the book club.
- Sufficient details must be given to attract members of the community.
- Catchy words and phrases must be credited.
- No marks are awarded for illustrations. [20]

3.2 DIARY ENTRIES

- There must be TWO entries.
- Each entry must bear a date.
- The tone must be personal. [20]

3.3 INSTRUCTIONS

- The goal must be specified, e.g. How to prepare and present a speech.
- The instructions may be in point or paragraph form.
- The instructions must be given in sequence.
- The instructions must be clear. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
## ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skillful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 MARKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper level</td>
<td>-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-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</td>
<td>-Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence</td>
<td>-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent</td>
</tr>
<tr>
<td>Lower level</td>
<td>-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skillfully organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>-Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion</td>
<td>-Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence</td>
<td>-No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 MARKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper level</td>
<td>-Tone, register, style and 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 -Very skillfully crafted</td>
<td>-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</td>
<td>-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</td>
<td>-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</td>
<td>-Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible</td>
</tr>
<tr>
<td>Lower level</td>
<td>-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skillfully crafted</td>
<td>-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted</td>
<td>-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices</td>
<td>-Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary</td>
<td></td>
</tr>
<tr>
<td><strong>STRUCTURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 MARKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed</td>
<td>-Logical development of details -Coherent -Sentences, paragraphs logical, varied</td>
<td>-Relevant details developed -Sentences, paragraphs well constructed -Essay still makes sense</td>
<td>-Some valid points -Sentences and paragraphs faulty -Essay still makes sense</td>
<td>-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense</td>
</tr>
</tbody>
</table>
## ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 15–18</th>
<th>Skilful 11-14</th>
<th>Moderate 8-10</th>
<th>Elementary 5-7</th>
<th>Inadequate 0-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING &amp; FORMAT</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>
</tr>
<tr>
<td>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</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 obscure with major digressions</td>
</tr>
<tr>
<td></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>
</tr>
<tr>
<td></td>
<td>- Writing maintains focus</td>
<td>- 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>
</tr>
<tr>
<td></td>
<td>- Coherence in content and ideas</td>
<td>- Appropriate and accurate format</td>
<td>- Generally appropriate format but with some inaccuracies</td>
<td>- Necessary rules of format vaguely applied</td>
<td>- Necessary rules of format not applied</td>
</tr>
<tr>
<td></td>
<td>- Highly elaborated and all details support the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE, STYLE &amp; EDITING</td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context; Grammatically accurate and well constructed; Virtually error-free</td>
<td>- 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</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context; Some grammatical errors; Adequate vocabulary; Errors do not impede meaning</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning obscured</td>
<td>- 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</td>
</tr>
<tr>
<td>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARK RANGE</td>
<td>25–30</td>
<td>19–23</td>
<td>14-17</td>
<td>9-12</td>
<td>0–7</td>
</tr>
</tbody>
</table>
# ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<td>10–12</td>
<td>8-9</td>
<td>6-7</td>
<td>4-5</td>
<td>0-3</td>
</tr>
</tbody>
</table>
| Response and ideas; Organisation of ideas; Features/conventions and context | -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
-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 digressions
-Not always coherent in content and ideas
-Few details support the topic
-Necessary rules of format vaguely applied
-Some critical oversights | -Response reveals no knowledge of features of the type of text
-Meaning obscure with major digressions
-Not coherent in content and ideas
-Very few details support the topic
-Necessary rules of format not applied |
| **LANGUAGE, STYLE & EDITING**     | 7–8         | 5-6     | 4        | 3          | 0-2        |
| Tone, register, style, vocabulary appropriate to purpose, audience and context; Language use and conventions; Word choice; Punctuation and spelling | -Tone, register, style and 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 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 impaired |

**MARK RANGE**
-17–20
-13–15
-10-11
-7-8
-0–5