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.
- 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 An exciting event

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey the excitement of the event.

1.2 Write an essay that includes the following words:

At that moment I believed that I would survive …

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

Narrative/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what led to the need for survival.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
1.3 **Unforgettable moments in my life**

Descriptive/Reflective/Narrative

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description of the moments clear.
- If reflective, the essay should convey emotional reactions and feelings regarding the unforgettable moments.
- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.

1.4 **The challenges of life today**

Reflective/Descriptive/Narrative

- If reflective, the essay must reflect feelings or emotions regarding the stresses of modern life.
- If descriptive, it must describe the stresses of modern life in detail.
- If narrative, it must have a strong story line, usually written in the past tense. It must have an interesting ending.

1.5 **The majority of South Africans do not appreciate nature. Do you agree?**

Argumentative

- The essay must reflect a specific argument or viewpoint for or against the topic.
- The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

1.6 **Advertising has both advantages and disadvantages. Discuss this statement.**

Discursive

The essay must be objective. It must give a balanced view of both sides of the argument. The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

1.7 **Interesting places in the area where I live**

Descriptive

- The writer should create a picture in words, trying to use as many senses as possible to make the description clear.
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.

1.8.1 Picture: Map in hands

- Literal interpretations: Hands, Caring for the world, Environmental issues, etc.
- Figurative interpretations: Shaping the world, Our future, It is a small world, etc.

1.8.2 Picture: Boy with ball

- Literal interpretations: Playing sport, physical exercise, reason for wearing oversized shorts and boots, etc.
- Figurative: Acting grown-up, emulating sports heroes, happiness, childhood joy, ambitions, 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. 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 challenges and rewards of teaching

- 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 advice on teaching as a career but should highlight the challenges and rewards of the profession.
- The letter should have a clear introduction, body and conclusion.

2.2 DIALOGUE

You have lost a valuable item and your parents/guardians have found out about it. One of them questions you about it.

Write down the dialogue that takes place between the two of you.

- The dialogue format must be used.
- The dialogue must be between the parent and the candidate.
- The tone must be semi-formal/informal.
- The conversation should reveal what was lost and, possibly, how it was lost.
- The names of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.
2.3  FORMAL SPEECH

Addressing the school about a vegetable garden

- The speech must be in paragraph form.
- The tone of the speech must be formal/semi-formal and persuasive.
- The language and register should be appropriate to the audience (school learners) and the topic.
- The purpose of the speech must be clear.
- A strong introduction, followed by well-developed points must be evident.  [30]

2.4  MAGAZINE ARTICLE

Dealing with pressure from parents/guardians

- An interesting heading must be provided.
- The tone will be semi-formal and appropriate to the audience (school learners).
- The article must be written in paragraph form.
- A clear introduction and conclusion must be evident.  [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 ADVERTISEMENT

Selling a duplicate gift

The language, tone and register may be informal but must be suitable for the target market.

• Some details of the gift must be included. The advertisement should be persuasive.
• Contact details must be provided.
• No marks are awarded for illustrations.

3.2 INSTRUCTIONS

Looking after an elderly relative

• The tone must be informal.
• The instructions must be clear, concise and in sequence.
• Full sentences need not be used.

3.3 DIARY ENTRIES

You are on holiday with your family.

Write out diary entries for two different days capturing your experiences.

• Language should be simple and to the point.
• The tone must reflect suitable emotions – there should be a clear shift in these emotions.

TOTAL SECTION C: 20
GRAND TOTAL: 100
## SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50)

### CONTENT & PLANNING (32 MARKS)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26 – 32</td>
<td>22½ – 25½</td>
<td>19¼ – 22</td>
<td>16 – 19</td>
<td>13 – 15½</td>
<td>10 – 12½</td>
<td>0 – 9½</td>
</tr>
<tr>
<td>- Content shows impressive insight into topic.</td>
<td>- Content shows good interpretation of topic.</td>
<td>- Content shows a sound interpretation of the topic.</td>
<td>- Content an adequate interpretation of topic.</td>
<td>- Content not always clear, lacks coherence.</td>
<td>- Content irrelevant. No coherence.</td>
<td>- Content irrelevant. No coherence.</td>
</tr>
<tr>
<td>- Ideas thought-provoking, mature.</td>
<td>- Ideas imaginative, interesting.</td>
<td>- Ideas ordinary, lacking depth.</td>
<td>- Ideas mostly relevant.</td>
<td>- Few ideas, often repetitive.</td>
<td>- Ideas repetitive.</td>
<td>- Ideas repetitive.</td>
</tr>
<tr>
<td>- Planning &amp;/or drafting has produced a well-crafted &amp; very good essay.</td>
<td>- Planning &amp;/or drafting has produced a satisfactorily presented essay.</td>
<td>- Planning &amp;/or drafting has produced a satisfactorily presented essay.</td>
<td>- Planning &amp;/or drafting has produced a moderately presentable &amp; coherent essay.</td>
<td>- Planning &amp;/or drafting has produced a moderately presentable &amp; coherent essay.</td>
<td>- Planning &amp;/or drafting has produced a presentable essay.</td>
<td>- Planning &amp;/or drafting has produced a poor essay.</td>
</tr>
</tbody>
</table>

### LANGUAGE, STYLE & EDITING (12 MARKS)

<table>
<thead>
<tr>
<th>10 – 12</th>
<th>8½ – 9½</th>
<th>7½ – 8</th>
<th>6 – 7</th>
<th>5 – 5½</th>
<th>4 – 4½</th>
<th>0 – 3½</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Language, punctuation correct; able to include figurative language correctly.</td>
<td>- Language, punctuation correct; able to include figurative language correctly.</td>
<td>- Language &amp; punctuation mostly correct.</td>
<td>- Some awareness of impact of language.</td>
<td>- Language &amp; punctuation accurately.</td>
<td>- Choice of words adequate.</td>
<td>- Choice of words inadequate.</td>
</tr>
<tr>
<td>- Choice of words varied &amp; correctly used.</td>
<td>- Choice of words varied &amp; correctly used.</td>
<td>- Choice of words suited to text.</td>
<td>- Some points, necessary details developed.</td>
<td>- Choice of words inadequate.</td>
<td>- Style, tone, register generally consistent with topic requirements.</td>
<td>- Style, tone, register inadequate.</td>
</tr>
<tr>
<td>- Style, tone, register appropriately suited to topic.</td>
<td>- Style, tone, register suitably suited to topic.</td>
<td>- Style, tone, register generally consistent with topic requirements.</td>
<td>- Off topic.</td>
<td>- Style, tone, register inadequate.</td>
<td>- Error-ridden despite proofreading, editing.</td>
<td>- Error-ridden &amp; confused following proofreading, editing.</td>
</tr>
<tr>
<td>- Virtually error-free following proof-reading &amp; editing.</td>
<td>- Largely error-free following proof-reading, editing.</td>
<td>- Still contains errors following proofreading, editing.</td>
<td>- Essay not well presented.</td>
<td>- Essay not well presented.</td>
<td>- Essay not well presented.</td>
<td>- Essay not presented.</td>
</tr>
</tbody>
</table>

### STRUCTURE (6 MARKS)

<table>
<thead>
<tr>
<th>5 – 6</th>
<th>4½</th>
<th>4</th>
<th>3 – 3½</th>
<th>2½</th>
<th>2</th>
<th>0 – 1½</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sentences, paragraphs logically varied.</td>
<td>- Sentences, paragraphs well structured.</td>
<td>- Sentences, paragraphs well structured.</td>
<td>- Sentences, paragraphs faulty but ideas can be understood.</td>
<td>- Sentences, paragraphs constructed at an elementary level.</td>
<td>- Sentences, paragraphs constructed at an elementary level.</td>
<td>- Sentences, paragraphs constructed at an elementary level.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>16 – 20</td>
<td>14 – 15½</td>
<td>12 – 13½</td>
<td>10 – 11½</td>
<td>9 – 9½</td>
<td>6 – 7½</td>
<td>0 – 5½</td>
</tr>
</tbody>
</table>

### CONTENT, PLANNING & FORMAT (20 MARKS)
- Specialised knowledge of requirements of the text.
- Disciplined writing – maintains thorough 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 coherent in content & ideas, too few details to support topic.
- No knowledge of requirements of the text.
- Writing – learner digresses, meaning is obscure in places.
- Occasional deficits to support text.
- Planning/drafting non-existent. Poorly presented text.
- Has not 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 and 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 – too long/short.
- 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)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

**CONTENT, PLANNING & FORMAT**
(13 MARKS)

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

**LANGUAGE, STYLE & EDITING**
(7 MARKS)

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

- **Text is well constructed and easy to read.**
- **Vocabulary is mostly appropriate to purpose, audience and context.**
- **Style, tone and register mostly appropriate.**
- **Text largely error-free following proofreading, editing.**
- **Length correct.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

- **Text is adequately constructed. Errors do not impede flow.**
- **Vocabulary is adequate for purpose, audience & context.**
- **Style, tone and register adequately appropriate.**
- **Text mostly error-free following proofreading, editing.**
- **Length almost correct.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

- **Text is basically constructed. Several errors.**
- **Vocabulary is limited and not very suitable for purpose, audience and context.**
- **Lapses in style, tone and register.**
- **Text contains several errors following proofreading, editing.**
- **Length – too long/short.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

- **Text is poorly constructed and difficult to follow.**
- **Vocabulary requires serious remediation & not suitable for purpose, audience and context.**
- **Style, tone & register do not correspond with topic.**
- **Text error-ridden despite proofreading, editing.**
- **Length – too long/short.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100%</td>
<td>70 – 79%</td>
<td>60 – 69%</td>
<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
<td>0 – 29%</td>
</tr>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>6½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

- **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.**

Copyright reserved