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.
• 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:
  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 any deviations are addressed by the rubric.

1.1 2015: My year to shine

Reflective/Descriptive/Narrative

• If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
• If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
• If narrative, the essay must have a strong story line. The essay must have an interesting ending.
• It must be clear why 2015 is expected to be a successful year for the candidate.

[50]
1.2 Write a story that includes the following words:

The last time I saw them ...

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

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay 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 emotional reactions and feelings experienced by the writer.

1.3 An explosion of colours

Descriptive/Narrative/Reflective

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

1.4 Social media like 'MXit', 'Facebook' and 'Twitter' have changed human relationships. Do you agree?

Argumentative/Discursive/Reflective

- If 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.
- If discursive, 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.
- If reflective, the writer must still take a stance for or against the topic. The essay must convey a personal response to the issue.

1.5 The moment of truth

Reflective/Narrative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
1.6 Teenagers are not really rebellious: they are just misunderstood. Discuss this statement.

Discursive/Argumentative

- If discursive, 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.
- If 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.

1.7 Interpretation of pictures

- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.

1.7.1 Picture: Two children

- Literal interpretations: friendship, race relations, culture in the modern world.
- Figurative interpretations: tolerance across racial and cultural divides, the innocence of youth, harmonious relationships.

1.7.2 Picture: A question mark

- Literal interpretations: a mystery story, ingredients used in our medicine/food, gifts.
- Figurative interpretations: unanswered questions, curiosity, critical thinking.

TOTAL SECTION A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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 (18 marks)
  - Language, style and editing (12 marks)

NOTE: NO additional penalties may be imposed as any deviations are addressed by the rubric.
If the word limit of 150 has been exceeded, read to the end of the sentence and ignore the rest.

2.1 DIALOGUE

A conversation between two friends

- A context must be provided at the beginning of the dialogue.
- The following aspects of the dialogue format must be included:
  - The names of the speakers should be followed by colons.
  - A new line should be used to indicate each new speaker.
- The dialogue must be between the two friends.
- The tone must be informal.

2.2 FORMAL LETTER

A letter of complaint

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient: The Manager
  - Name of the supermarket
  - Address of recipient
  - Greeting/Salutation
  - Topic line
  - Suitable ending
  - Signature and name of sender
- The tone and register of the letter should be formal.
- The candidate must give details of the complaint.
- The purpose of the letter must be clear.
2.3 INFORMAL REPORT

A report on community work

- The report must have:
  - A topic
  - A recipient
  - A sender
- The report must be written using an informal format but formal language.
- Slang or colloquial language is NOT acceptable. [30]

2.4 REVIEW

Book review

- The review must include the following:
  - The title of the book
  - The name of the author
- The review must contain a brief discussion of:
  - The setting
  - Characterisation
  - Style of writing
  - The plot: outline of the story
  - Judgement and recommendation [30]

TOTAL SECTION B: 30
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

NOTE: NO additional penalties may be imposed as any deviations are addressed by the rubric.
If the word limit of 100 has been exceeded, read to the end of the sentence and ignore the rest.

3.1 FORMAL INVITATION

Yearly school concert

- The following aspects of format must be included:
  - Date, venue and time
  - Type of function should be clear
- Language should be formal and suited to the context.
- Full sentences are not necessary.
- Do NOT award marks for illustrations.

3.2 DIARY ENTRY

The candidate's feelings about classmates' comments

- The diary entry should:
  - be a SINGLE entry
  - be dated
- The diary entry should be written in the first person.
- The language should be simple and to the point.
- The tone must reflect suitable emotions.
- Full sentences are not necessary.
3.3 INSTRUCTIONS

How to use and care for an item

- The instructions may be in point or paragraph form.
- The candidate must mention the item in the heading.
- Instructions must be in a logical sequence.
- The instructions should say how this item is to be used and taken care of. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.
# ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 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 &amp; PLANNING</strong>&lt;br&gt;(Response and ideas)&lt;br&gt;Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
<tr>
<td>Upper level</td>
<td>-Outstanding/Striking response beyond normal expectations&lt;br&gt;-Intelligent, thought-provoking and mature ideas&lt;br&gt;-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Very well-crafted response&lt;br&gt;-Fully relevant and interesting ideas with evidence of maturity&lt;br&gt;-Very well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Satisfactory response&lt;br&gt;-Ideas are reasonably coherent and convincing&lt;br&gt;-Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>-Inconsistently coherent response&lt;br&gt;-Unclear ideas and original&lt;br&gt;-Little evidence of organisation and coherence</td>
<td>-Totally irrelevant response&lt;br&gt;-Confused and unfocused ideas&lt;br&gt;-Vague and repetitive&lt;br&gt;-Unorganised and incoherent</td>
</tr>
<tr>
<td>Lower level</td>
<td>-Excellent response but lacks the exceptionally striking qualities of the outstanding essay&lt;br&gt;-Mature and intelligent ideas&lt;br&gt;-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Well-crafted response&lt;br&gt;-Relevant and interesting ideas&lt;br&gt;-Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>-Satisfactory response but some lapses in clarity&lt;br&gt;-Ideas are fairly coherent and convincing&lt;br&gt;-Some degree of organisation and coherence, including introduction, body and conclusion</td>
<td>-Largely irrelevant response&lt;br&gt;-Ideas tend to be disconnected and confusing&lt;br&gt;-Hardly any evidence of organisation and coherence</td>
<td>-No attempt to respond to the topic&lt;br&gt;-Completely irrelevant and inappropriate&lt;br&gt;-Unfocused and muddled</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong>&lt;br&gt;Tone, register, style, vocabulary appropriate to purpose/effect and context;&lt;br&gt;Word choice;&lt;br&gt;Language use and conventions, punctuation, grammar, spelling</td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>Upper level</td>
<td>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context&lt;br&gt;-Language confident, exceptionally impressive&lt;br&gt;-Compelling and rhetorically effective in tone&lt;br&gt;-Virtually error-free in grammar and spelling&lt;br&gt;-Very skilfully crafted</td>
<td>-Tone, register, style and vocabulary very appropriate to purpose, audience and context&lt;br&gt;-Language is effective and a consistently appropriate tone is used&lt;br&gt;-Largely error-free in grammar and spelling&lt;br&gt;-Very well crafted</td>
<td>-Tone, register, style and vocabulary appropriate to purpose, audience and context&lt;br&gt;-Appropriate use of language to convey meaning&lt;br&gt;-Tone is appropriate&lt;br&gt;-Rhetorical devices used to enhance content</td>
<td>-Tone, register, style and vocabulary not appropriate to purpose, audience and context&lt;br&gt;-Very basic use of language&lt;br&gt;-Tone and diction are inappropriate&lt;br&gt;-Very limited vocabulary</td>
<td>-Language incomprehensible&lt;br&gt;-Tone, register, style and vocabulary less appropriate to purpose, audience and context&lt;br&gt;-Vocabulary limitations so extreme as to make comprehension impossible</td>
</tr>
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<td>Lower level</td>
<td>-Language excellent and rhetorically effective in tone&lt;br&gt;-Virtually error-free in grammar and spelling&lt;br&gt;-Skilfully crafted</td>
<td>-Language engaging and generally effective&lt;br&gt;-Appropriate and effective tone&lt;br&gt;-Few errors in grammar and spelling&lt;br&gt;-Well crafted</td>
<td>-Adequate use of language with some inconsistencies&lt;br&gt;-Tone generally appropriate and limited use of rhetorical devices</td>
<td>-Inadequate use of language&lt;br&gt;-Little or no variety in sentence</td>
<td>-Necessary points lacking&lt;br&gt;-Sentences and paragraphs faulty&lt;br&gt;-Essay lacks sense</td>
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<tr>
<td><strong>STRUCTURE</strong>&lt;br&gt;Features of text;&lt;br&gt;Paragraph development and sentence construction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0–1</td>
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<tr>
<td>5 MARKS</td>
<td>-Excellent development of topic&lt;br&gt;-Exceptional detail&lt;br&gt;-Sentences, paragraphs exceptionally well constructed</td>
<td>-Logical development of details&lt;br&gt;-Coherent&lt;br&gt;-Sentences, paragraphs logical, varied</td>
<td>-Relevant details developed&lt;br&gt;-Sentences, paragraphs well constructed&lt;br&gt;-Essay still makes some sense</td>
<td>-Some valid points&lt;br&gt;-Sentences and paragraphs faulty&lt;br&gt;-Essay still makes sense</td>
<td>-Necessary points lacking&lt;br&gt;-Sentences and paragraphs faulty&lt;br&gt;-Essay lacks sense</td>
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<td><strong>MARK RANGE</strong></td>
<td>43–50</td>
<td>33–40</td>
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<td>5–7</td>
<td>0–4</td>
</tr>
<tr>
<td>Response and ideas; Organisation of ideas; Purpose, audience, features/conventions and context</td>
<td>- 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</td>
<td>- 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</td>
<td>- Adequate response demonstrating knowledge of features of the type of text - Not completely focused – some digressions - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies</td>
<td>- Basic response demonstrating some knowledge of features of the type of text - Some focus but writing digresses - Not always coherent in content and ideas - Few details support the topic - Necessary rules of format vaguely applied - Some critical oversights</td>
<td>- 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</td>
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<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>
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