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:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

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

1.1 A case of mistaken identity

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 speaker.
1.2 Write a story that includes the following words:

I stared into the distance with tears in my eyes ...

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.
- It must become clear what caused the tears.
- 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 speaker.

1.3 Beauty

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 There is more to life than having fun. Do you agree?

Argumentative/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 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 Today I am wiser than ever before

Reflective/Descriptive/Narrative

- If reflective, the essay should convey emotional reactions and feelings regarding being wiser.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description of the wiser mood clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. The writer must indicate clearly why he/she feels wiser than before. The essay must have an interesting ending.
1.6  **Your future is not created by others, but by yourself. Discuss this statement.**

Discursive

- The essay must be objective and 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  **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: Hands**

- Literal interpretations: relationship between a parent/adult and child, assistance, care being offered to a child.
- Figurative interpretations: protection, mentorship, nurturing, symbolism of hands as being able to do both good and bad.

1.7.2  **Picture: The South African flag**

- Figurative interpretations: Proudly South African, Reaching new heights in South Africa.

**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.

2.1 FRIENDLY LETTER

A letter to thank a friend.

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone and register of the letter should be friendly and informal.
- The candidate must express his/her gratitude.

2.2 FORMAL REPORT

You are not satisfied with the services offered at the public library.

- The report must have the following sub-headings:
  - Investigation
  - Findings
  - Recommendations
- The report must:
  - have a subject line.
  - be addressed to the chief librarian.
  - clearly indicate who the sender is.
- The tone of the report must be formal and polite.
2.3 **MAGAZINE ARTICLE**

An article entitled, “Tips for Teenagers to Stay Fit and Healthy.”

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The article must provide suggestions for the reader to be fit and healthy.  [30]

2.4 **INTERVIEW**

Interview with a former learner who has achieved great success.

- A context must be provided at the beginning of the interview.
- The dialogue must be between the editor of the school magazine and the former learner.
- The tone and register should be appropriate to the person being interviewed.
- The questions must be probing and to the point.
- The names of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.  [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.

3.1 ADVERTISEMENT

Extra lessons in English.

- The advertisement should:
  - have a catchy headline to attract the attention of the reader.
  - have the following details: price, time and contact details.
  - create interest and desire in the service.
  - inspire action.
- The target market should be clear.
- The language may be formal or informal but not slang or colloquial.
- Do not award marks for illustrations.

3.2 POSTCARD

A postcard written to your grandmother.

- The postcard should have a greeting/salutation and the name of the sender.
- The tone should be informal.
- Avoid slang or colloquial language.

3.3 DIRECTIONS

Directions to the school.

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks as mentioned in the question.
- No marks are awarded for sketches or maps.

TOTAL SECTION C: 20
GRAND TOTAL: 100
# SECTION A: 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></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>(Response and ideas)</strong></td>
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<td></td>
</tr>
<tr>
<td>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><strong>30 MARKS</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Upper level</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>-Outstanding/Striking response beyond normal expectations</td>
<td>-Very well-crafted response</td>
<td>-Satisfactory response</td>
<td>-Inconsistently coherent response</td>
<td>-Totally irrelevant response</td>
<td></td>
</tr>
<tr>
<td>-Intelligent, thought-provoking and mature ideas</td>
<td>-Fully relevant and interesting ideas with evidence of maturity</td>
<td>-Ideas are reasonably coherent and convincing</td>
<td>-Unclear ideas and unoriginal</td>
<td>-Confused and unfocused ideas</td>
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<tr>
<td>-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Very well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>-Little evidence of organisation and coherence</td>
<td>-Vague and repetitive</td>
<td></td>
</tr>
<tr>
<td><strong>25–27</strong></td>
<td>19–21</td>
<td>13–15</td>
<td>7–9</td>
<td>0–3</td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Excellent response but lacks the exceptionally striking qualities of the outstanding essay</td>
<td>-Well-crafted response</td>
<td>-Satisfactory response</td>
<td>-Largely irrelevant response</td>
<td>-No attempt to respond to the topic</td>
<td></td>
</tr>
<tr>
<td>-Mature and intelligent ideas</td>
<td>-Relevant and interesting ideas</td>
<td>but some lapses in clarity</td>
<td>-Ideas are fairly coherent and convincing</td>
<td>-Completely irrelevant and inappropriate</td>
<td></td>
</tr>
<tr>
<td>-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>-Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>-Ideas are disconnected and confusing</td>
<td>-Some degree of organisation and coherence, including introduction, body and conclusion</td>
<td>-Unfocused and muddled</td>
<td></td>
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</tbody>
</table>
## SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS] (continued)

<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>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone, register, style, vocabulary highly appropriate to purpose, audience and context</td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>Language is effective and a consistently appropriate tone is used</td>
<td>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary not appropriate to purpose, audience and context</td>
<td>-Language incomprehensible</td>
</tr>
<tr>
<td>Virtually error-free in grammar and spelling</td>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Language incomprehensible</td>
</tr>
<tr>
<td>Very skilfully crafted</td>
<td>-Very well crafted</td>
<td>-Very well crafted</td>
<td>-Very well crafted</td>
<td>-Very well crafted</td>
<td>-Language incomprehensible</td>
</tr>
<tr>
<td><strong>15 MARKS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language excellent and rhetorically effective in tone</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>0–3</td>
</tr>
<tr>
<td>Virtually error-free in grammar and spelling</td>
<td>-Language excellent and rhetorically effective in tone</td>
<td>-Language engaging and generally effective</td>
<td>-Adequate use of language with some inconsistencies</td>
<td>-Inadequate use of language</td>
<td>-Language incomprehensible</td>
</tr>
<tr>
<td>Skilfully crafted</td>
<td>-Very skilfully crafted</td>
<td>-Well crafted</td>
<td>-Well crafted</td>
<td>-Well crafted</td>
<td>-Language incomprehensible</td>
</tr>
<tr>
<td><strong>MARK RANGE</strong></td>
<td>43–50</td>
<td>33–40</td>
<td>23–30</td>
<td>13–20</td>
<td>0–10</td>
</tr>
</tbody>
</table>

**MARK RANGE**

- Exceptional: 43–50
- Skilful: 33–40
- Moderate: 23–30
- Elementary: 13–20
- Inadequate: 0–10
### SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 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>- 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 some knowledge of features of the type of text</td>
<td>- Basic response revealing no 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>- Not always coherent in content and ideas</td>
<td>- Not coherent in content and ideas</td>
</tr>
<tr>
<td>18 MARKS</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>- Few details support the topic</td>
<td>- Necessary rules of format vaguely applied</td>
</tr>
<tr>
<td>-Writing maintains focus</td>
<td>-Appropriate format with minor inaccuracies</td>
<td>-Some details support the topic</td>
<td>-Generally appropriate format but with some inaccuracies</td>
<td>-Some critical oversights</td>
<td>-Necessary rules of format not applied</td>
</tr>
<tr>
<td>-Highly elaborated and all details support the topic</td>
<td>-Appropriate and accurate format</td>
<td>-Appropriate format</td>
<td>-Some critical oversights</td>
<td>-Basic critical oversights</td>
<td>-Some critical oversights</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
</tr>
<tr>
<td>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</td>
<td>- Grammatically accurate and well constructed</td>
<td>- Generally grammatically accurate and well constructed</td>
<td>- Some grammatical errors</td>
<td>- Error-ridden and confused</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td>12 MARKS</td>
<td>- Virtually error-free</td>
<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
<td>- Vocabulary not suitable for purpose</td>
</tr>
<tr>
<td>- Mostly free of errors</td>
<td>- Errors do not impede meaning</td>
<td>- Errors do not impede meaning</td>
<td>- Meaning obscured</td>
<td>- Meaning seriously impaired</td>
<td>- Meaning seriously impaired</td>
</tr>
<tr>
<td><strong>MARK RANGE</strong></td>
<td>25–30</td>
<td>19–23</td>
<td>14–17</td>
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## SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Moderate</th>
<th>Elementary</th>
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</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>
<tr>
<td>Response and ideas; Organisation of ideas; 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 some 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>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>7–8</td>
<td>5–6</td>
<td>4</td>
<td>3</td>
<td>0–2</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</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><strong>MARK RANGE</strong></td>
<td>17–20</td>
<td>13–15</td>
<td>10–11</td>
<td>7–8</td>
<td>0–5</td>
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