SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2016

MEMORANDUM

MARKS: 100

This memorandum consists of 11 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

QUESTION1

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 topic could be interpreted.
- Full credit must be given for the candidates' 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   **My entire future lay in that sealed envelope.**

Narrative/Reflective/Descriptive
- If narrative, the essay must have a strong story line. The essay must have an interesting ending.
- 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.   **[50]**

1.2   **Write an essay that includes the following words:**

We could not stand each other when we met but now ...
NOTE: The words given in the topic MUST be included somewhere in the essay.

Narrative/Reflective/Descriptive
- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past and the present tense. The essay must have an interesting ending.
- 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.   **[50]**

1.3   **How I reached my most difficult goals.**

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, usually written in the past tense. The essay must have an interesting ending.   **[50]**

1.4   **It was picture perfect.**

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 clear.
- 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.   **[50]**

1.5   **Problems can arise if one generation fails to understand the other.**

Argumentative/Reflective/Discursive
- 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.
- 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.   **[50]**

1.6   **What you wear reflects who you are.**

Discursive/Argumentative
- 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.   **[50]**

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: **A girl reading a book**

  - Literal interpretations: importance of reading, literacy, children's education.
  - Figurative interpretations: liberation, hope, escaping into a world of your own.

  1.7.2   Picture: **Roads**

  - Literal interpretations: road construction, scenery, road transport, how development impacts on nature.
  - Figurative interpretations: career choices, making difficult decisions, road less travelled.   **[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. 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:
  o Content, planning and format (18 marks)
  o Language, style and editing (12 marks)

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

2.1 **FORMAL LETTER**

A letter of complaint

- The following aspects of format should be included:
  o Address of sender
  o Date
  o Recipient: The Manager
  o Name of the store
  o Address of recipient
  o Greeting/Salutation
  o Topic line
  o Suitable ending
  o Signature and name of sender
- The tone and register of the letter should be formal.
- The candidate must give details of the complaint.
- The expectations of the writer must be clear.   **[30]**

2.2 **OBITUARY**

A close colleague has passed away suddenly.

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

2.3 **REVIEW**

Film/DVD review

- The tone and register should be appropriate for the target audience.
- The content must be suitable for family viewing.
- The following information should be included in the review, among others:
  - The title of the film/DVD
  - A description of plot, main characters and key incidents
  - A judgment or evaluation/rating of the film/DVD
- Some of the following may be included:
  - Genre/setting/plot/style/lighting/camera angles
  - Director/producer of the film/DVD
- Accept different formats of the review. **[30]**

2.4 **SPEECH**

Speech at a wedding

- The speechshould be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
  - Purpose
  - Audience
- The introduction must attract attention.
- Points must be developed well.
- A conclusion must be included. **[30]**

                                 TOTAL SECTION B: **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 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 bythe rubric.

3.1   **ADVERTISEMENT**

Seeking employment

- The advertisement should:
    - Have a catchy headline to attract the attention of the reader
    - Have the following details: qualifications, experience 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.
 NOTE: Do not award marks for illustrations.   **[20]**

3.2   **DIARY ENTRIES**

The candidate's feelings before and after a discussion with the friend.

- There MUST be TWO diary entries with two different dates.
- The entries should express the candidate's feelings before and after the discussion with the friend.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.   **[20]**

3.3 **INSTRUCTIONS**

Appropriate behaviour in a library

- The instructions may be in point or paragraph form.
- The candidate must mention the context of the library in the heading.
- Instructions must be in a logical sequence.
- The instructions should say how one has to behave appropriately in a library. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context **30 MARKS**	Upper level	**28–30** -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	**22–24** -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	**16–18** -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	**10–12** -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	**4–6** -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	**25–27** -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending	**19–21** -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	**13–15** -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	**7–9** -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	**0–3** -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling **15 MARKS**	Upper level	**14–15** -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 skilfully crafted	**11–12** -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	**8–9** -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	**5–6** -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	**0–3** -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**13** -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	**10** -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	**7** -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	**4** -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction **5 MARKS**		**5** -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	**4** -Logical development of details -Coherent -Sentences, paragraphs logical, varied	**3** -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	**2** -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	**0–1** -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE		**43–50**	**33–40**	**23–30**	**13–20**	**0–10**

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **18 MARKS**	**15–18** -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	**11–14** -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	**8–10** -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	**5–7** -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	**0–4** -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 Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **12 MARKS**	**10–12** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	**8–9** -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	**6–7** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**4–5** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–3** -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	**25–30**	**19–23**	**14–17**	**9–12**	**0–7**

SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context **12 MARKS**	**10–12** -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	**8–9** -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	**6–7** -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	**4–5** -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	**0–3** -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 Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling **8 MARKS**	**7–8** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	**5–6** -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	**4** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -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**