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

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 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.

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.
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.

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.

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.

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.
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.

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

A letter of complaint

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient: The Manager
  - Name of the store
  - 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 expectations of the writer must be clear.

2.2 OBITUARY

A close colleague has passed away suddenly.

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- 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.
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 speech should 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 by the 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.

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.
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]

<table>
<thead>
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<td>(Response and ideas)</td>
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<td>Organisation of ideas for planning:</td>
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<tr>
<td>Awareness of purpose, audience and context</td>
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<td>30 MARKS</td>
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<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>
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<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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<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>
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<td>Upper level</td>
<td></td>
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<tr>
<td>15 MARKS</td>
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<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
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<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
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<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
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<td>- Language confident, exceptionally impressive</td>
<td>- Language confident, exceptionally impressive</td>
<td>- Language confident, exceptionally impressive</td>
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<td>- Compelling and rhetorically effective in tone</td>
<td>- Compelling and rhetorically effective in tone</td>
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<td>- Virtually error-free in grammar and spelling</td>
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<td>- Very skilfully crafted</td>
<td>- Very skilfully crafted</td>
<td>- Very skilfully crafted</td>
<td>- Very skilfully crafted</td>
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<td>Features of text: Paragraph development and sentence construction</td>
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<td>5 MARKS</td>
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<td>- Excellent development of topic</td>
<td>- Logical development of details</td>
<td>- Relevant details developed</td>
<td>- Some valid points</td>
<td>- Necessary points lacking</td>
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<td>- Exceptional detail</td>
<td>- Coherent</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences and paragraphs faulty</td>
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<td>- Sentences, paragraphs exceptionally well-constructed</td>
<td>- Essay still makes sense</td>
<td>- Essay still makes sense</td>
<td>- Essay still makes some sense</td>
<td>- Essay lacks sense</td>
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<td><strong>MARK RANGE</strong></td>
<td>43–50</td>
<td>33–40</td>
<td>23–30</td>
<td>13–20</td>
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## SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
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<th>Criteria</th>
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<td>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</td>
<td>15–18</td>
<td>11–14</td>
<td>8–10</td>
<td>5–7</td>
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<td><strong>18 MARKS</strong></td>
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<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>
<td>-Response reveals no knowledge of features of the type of text</td>
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<td>-Intelligent and mature ideas</td>
<td>-Maintains focus – no digressions</td>
<td>-Not completely focused</td>
<td>-Some focus but writing digresses</td>
<td>-Meaning obscure with major digressions</td>
<td>-Meaning obscure with major digressions</td>
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<tr>
<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>
<td>-Not coherent in content and ideas</td>
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<td>-Writing maintains focus</td>
<td>-Appropriate format with minor inaccuracies</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>
<td>-Necessary rules of format not applied</td>
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<td>-Coherence in content and ideas</td>
<td>-Appropriate and accurate format</td>
<td>-Necessary rules of format not applied</td>
<td>-Some critical oversights</td>
<td>-Some critical oversights</td>
<td>-Some critical oversights</td>
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<tr>
<td>-Highly elaborated and all details support the topic</td>
<td>-Appropriate and accurate format</td>
<td>-Necessary rules of format not applied</td>
<td>-Some critical oversights</td>
<td>-Some critical oversights</td>
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<td>6–7</td>
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<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 less appropriate to purpose, audience and context</td>
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<td>-Generally grammatically accurate and well constructed</td>
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<td>-Inaccurate grammar with numerous errors</td>
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<td>-Error-ridden and confused</td>
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<td>-Virtual error-free</td>
<td>-Very good vocabulary</td>
<td>-Adequate vocabulary</td>
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<td>-Vocabulary not suitable for purpose</td>
<td>-Vocabulary not suitable for purpose</td>
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<td>-Mostly free of errors</td>
<td>-Errors do not impede meaning</td>
<td>-Meaning obscured</td>
<td>-Meaning seriously impaired</td>
<td>-Meaning seriously impaired</td>
<td>-Meaning seriously impaired</td>
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<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, Planning &amp; Format</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
</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 – some digressions  
- 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 digresses  
- 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 | 12 MARKS | 7–8 | 5–6 | 4 | 3 | 0–2 |
| Tone, register, style, vocabulary appropriate to purpose 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

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