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.
• The ideas listed below the topics are only some ways in which the topics could be interpreted.
• 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 assessment rubric:
  o Content and planning (32 marks)
  o Language, style and editing (12 marks)
  o Structure (6 marks)

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

1.1 My only regret is …

• Narrative/Descriptive/Reflective essay
• The following must be considered:
  o If narrative, a story with a strong story line must be evident in which a series of events leads to a regret. There must be a logical sequence of tense.
  o If descriptive, there must be a vivid description of an experience/incident.
  o If reflective, there must be a personal account of thought process and feelings/emotions surrounding the regret.

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

1.2 An exciting journey

• Narrative/Descriptive essay
• The following must be considered:
  o If narrative, a story with a strong story line must be evident in which a series of events makes up an exciting journey. There must be a logical sequence of tense.
  o If descriptive, there must be a vivid description of an experience/incident.
1.3 A thunderstorm

- Descriptive /Narrative/Reflective essay
- The following must be considered:
  - If descriptive, there must be a vivid description of a thunderstorm.
  - If narrative, a story with a strong story line must be evident in which a series of events takes place during a thunderstorm. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought process and feelings/emotions surrounding the thunderstorm. [50]

1.4 Joy and laughter filled the air.

- Narrative/Descriptive Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to joy and laughter. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of an experience/incident.
  - If reflective, there must be a personal account of thought process and feelings/emotions surrounding the joy and laughter. [50]

1.5 South African laws are not strict enough when it comes to the protection of road users. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer one distinct opinion; therefore the essay must either be FOR OR AGAINST the topic given.
  - There should be a clear defence/motivation/argument of the position taken. [50]

1.6 Can we save our planet?

- Discursive essay
- The following must be considered:
  - The essay must offer a balanced view of both sides of the argument.
  - Opposing views must be presented impartially. [50]
1.7 Interpretation of pictures.

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates should give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas may be explored in response to the pictures, among others:

1.7.1  o Literal interpretation: e.g. praying/wishing/being deep in thought, etc.
       o Abstract interpretation: e.g. dreaming/meditation, etc

1.7.2  o Literal interpretation: e.g. moving house/being reckless on the road, etc.
       o Abstract interpretation: e.g. carrying your burden/memories/separation, etc.  [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. 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 assessment rubric:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 marks)

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

2.1 FRIENDLY LETTER

- 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
  - Name of sender

- The following information should be included in the letter, among others:
  - Congratulations to the friend
  - Reference to the bursary and field of study
  - Good wishes
  - The letter should express sincerity.

2.2 DIALOGUE

- The correct dialogue format must be used.
  - The names of the characters on the left-hand side of the page
  - A colon after the name of the speaker
  - A new line to indicate each speaker
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.

- The following ideas may be explored, among others:
  - The friend must enquire about the textbook/calculator/CD.
  - The reason/reasons it was not returned must be clear.
  - There must be a suitable apology.

- The tone must be informal.
2.3 BOOK REVIEW

- The review may be written in point or paragraph form.
- The tone will not be too formal.
- The register and content must be suitable for the school newspaper.
- The following information should be included in the review, among others:
  - The title and author of the book
  - There could be a discussion of some of the following: genre/setting/characterisation/plot/style/atmosphere.
  - There must be a clear judgement of this book.
  - Accept different approaches to the presentation of the review. [30]

2.4 SPEECH

- The speech must be in paragraph form.
- The tone of the speech may be formal or semi-formal.
- The language and register should be appropriate to the audience (the learners and staff of the school).
- The audience should be addressed appropriately (e.g. the principal, teachers and learners).
- Consider the following:
  - The content of the speech should be relevant to the topic (recycling).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted. [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 assessment rubric:
  o Content, planning and format (13 marks)
  o Language, style and editing (7 marks)

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

3.1 INVITATION

- The invitation should include details about the function (e.g. date, venue and time).
- The nature of the function must be evident.
- No marks are awarded for illustrations. [20]

3.2 DIARY ENTRY

- There should be ONE single entry bearing a date.
- The tone should be personal.
- Complete sentences are not necessary. [20]

3.3 DIRECTIONS

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- The following should be included, among others: streets, buildings, landmarks, intersections, turns, etc.
- No marks are awarded for illustrations. [20]

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

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<td>26 – 32</td>
<td>22½ – 25½</td>
<td>19½ – 22</td>
<td>16 – 19</td>
<td>13 – 15½</td>
<td>10 – 12½</td>
<td>0 – 9½</td>
<td></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 shows a sound interpretation of the topic.</td>
<td>-Content shows a sound interpretation of the topic.</td>
<td>-Content shows a sound interpretation of the topic.</td>
<td>-Content shows a sound interpretation of the topic.</td>
<td>-Content shows a sound interpretation of the topic.</td>
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<tr>
<td>-Planning &amp;/or drafting has produced a virtually flawless, excellent essay.</td>
<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>
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<thead>
<tr>
<th>LANGUAGE, STYLE &amp; EDITING (12 MARKS)</th>
<th>10 – 12</th>
<th>8½ – 9½</th>
<th>7½ – 8</th>
<th>6 – 7</th>
<th>5 – 6½</th>
<th>4 – 4½</th>
<th>0 – 3½</th>
</tr>
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<tbody>
<tr>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
<td>-Choice of words varied &amp; correctly used.</td>
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<tr>
<td>-Style, tone, register appropriately suited to topic.</td>
<td>-Style, tone, register appropriately suited to topic.</td>
<td>-Style, tone, register appropriately suited to topic.</td>
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<td>-Style, tone, register appropriately suited to topic.</td>
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<td>-Style, tone, register appropriately suited to topic.</td>
<td>-Style, tone, register appropriately suited to topic.</td>
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<tr>
<td>-Largely error-free following proofreading &amp; editing.</td>
<td>-Largely error-free following proofreading &amp; editing.</td>
<td>-Largely error-free following proofreading &amp; editing.</td>
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<tr>
<th>STRUCTURE (6 MARKS)</th>
<th>5 – 6</th>
<th>4½</th>
<th>4</th>
<th>3 – 3½</th>
<th>2½</th>
<th>2</th>
<th>0 – 1½</th>
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</thead>
<tbody>
<tr>
<td>-Sentences, paragraphs logical, varied.</td>
<td>-Sentences, paragraphs well constructed.</td>
<td>-Sentences, paragraphs well constructed.</td>
<td>-Sentences, paragraphs well constructed.</td>
<td>-Sentences, paragraphs well constructed.</td>
<td>-Sentences, paragraphs well constructed.</td>
<td>-Sentences, paragraphs well constructed.</td>
<td>-Sentences, paragraphs well constructed.</td>
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## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

<table>
<thead>
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<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 – learner maintains focus, no digressions.
- Text fully coherent in content & ideas & all detail support the topic.
- Evidence of planning &/or drafting has produced a virtually flawless 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 always coherent in content & ideas, and has few details which support the topic.
- Inadequate planning &/or drafting. Text not well presented.
- Has vaguely 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 mostly appropriate.
- Text virtually error-free following proof-reading, editing.
- Length correct.

- Text is well constructed & easy to read.
- 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 adequately constructed. Errors do not impede flow.
- Vocabulary is adequate for the purpose, audience & context.
- Style, tone, register generally appropriate.
- Text mostly error-free following proof-reading, editing.
- Length correct.

- Text is basically constructed. Several errors.
- Vocabulary is limited & not very suitable for the purpose, audience & context.
- Style, tone & register inappropriate.
- Text contains several errors following proofreading, editing.
- Length – too long/short.

- Text is poorly constructed & difficult to follow.
- Vocabulary requires remediation & not suitable for purpose, audience & context.
- Lapses in style.
- Text contains several errors following 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 proofreading, editing.
- Length – far too long/short.

### SECTION C: RUBRIC FOR ASSESSING SHORTER TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL LANGUAGE (20)

<table>
<thead>
<tr>
<th>Code 7: Outstanding (80–100%)</th>
<th>Code 6: Meritorious (70–79%)</th>
<th>Code 5: Substantial (60–69%)</th>
<th>Code 4: Adequate (50–59%)</th>
<th>Code 3: Moderate (40–49%)</th>
<th>Code 2: Elementary (30–39%)</th>
<th>Code 1: Not achieved (0–29%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10½ – 13</td>
<td>9½ – 10</td>
<td>8 – 9</td>
<td>8½ – 7½</td>
<td>5½ – 6</td>
<td>4 – 5</td>
<td>0 – 3½</td>
</tr>
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</table>

**CONTENT, PLANNING & FORMAT**
- 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.

**LANGUAGE, STYLE & EDITING**
- 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 proof-reading and editing.
- Length correct.

**CONTENT, STYLE & EDITING**
- Good knowledge of requirements of text.
- Disciplined writing – learner maintains focus, hardly any digressions.
- Text is coherent in content & ideas with details supporting the topic.
- Evidence of planning &/or drafting has produced a well-crafted & presentable text.
- Has applied the necessary rules of format.

**CONTENT, STYLE & EDITING**
- Fair knowledge of requirements of the text.
- Writing – learner maintains focus, with minor digressions.
- Text is coherent in content & ideas, and details support topic.
- Evidence of planning &/or drafting has produced a presentable and good text.
- Has applied most of the necessary rules of format.

**CONTENT, STYLE & EDITING**
- Adequate knowledge of requirements of the text.
- Writing – learner digresses but does not impede overall meaning.
- Text adequately coherent in content & ideas and details support topic.
- Evidence of planning &/or drafting has produced a satisfactorily presented text.
- Has applied an adequate idea of the requirements of format.

**CONTENT, STYLE & EDITING**
- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.
- Writing – learner digresses, meaning vague in places.
- Text moderately coherent in content & ideas and has basic details which support the topic.
- Evidence of planning &/or drafting that has produced a moderately presentable & coherent text.
- Has a moderate idea of requirements of the format – some critical oversights.

**CONTENT, STYLE & EDITING**
- Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.
- Writing – learner digresses, meaning obscure in places.
- Text not always coherent in content & ideas, and has few details which support topic.
- Planning/drafting inadequate. Text not well presented.
- Has vaguely applied the necessary rules of format.

**CONTENT, STYLE & EDITING**
- No knowledge of requirements of the text.
- Writing – learner digresses, meaning is obscure in places.
- Text not coherent in content & ideas and too few details to support the topic.
- Planning and drafting non-existent. Poorly presented text.
- Has not applied the necessary rules of format.

**CONTENT, STYLE & EDITING**
- Text is well constructed and easy to read.
- Vocabulary is very appropriate to purpose, audience and context.
- Style, tone and register generally appropriate.
- Text mostly error-free following proof-reading, editing.
- Length correct.

**CONTENT, STYLE & EDITING**
- Text is well constructed and easy to read.
- Vocabulary is very appropriate to purpose, audience and context.
- Style, tone and register generally appropriate.
- Text mostly error-free following proof-reading, editing.
- Length correct.

**CONTENT, STYLE & EDITING**
- Text is adequately constructed. Errors do not impede flow.
- Vocabulary is adequate for purpose, audience & context.
- Style, tone and register adequately appropriate.
- Text still contains few errors following proof-reading, editing.
- Length almost correct.

**CONTENT, STYLE & EDITING**
- 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 proof-reading, editing.
- Length – too long/short.

**CONTENT, STYLE & EDITING**
- Text is poorly constructed and difficult to follow.
- Vocabulary requires some remediation and is not suitable for purpose, audience and context.
- Style, tone and register inappropriate.
- Text error-ridden despite proof-reading, editing.
- Length – too long/short.

**CONTENT, STYLE & EDITING**
- 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.


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