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. 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.
• If a candidate exceeds the word limit, read up to TEN words above the upper limit and ignore the rest.

1.1 Thank goodness!

• Narrative/Descriptive/Reflective essay
• The following must be considered:
  o If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. 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 processes and feelings/emotions.
  o A candidate may write an essay which contains elements of more than one type of essay.

NOTE: The words given in the topic MUST be included somewhere in the essay.
1.2 Hidden away at the back of a drawer ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a strong story line must be evident in which a series of events are revealed. 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 processes and feelings/emotions.
  - A candidate may write an essay which contains elements of more than one type of essay.

1.3 ‘The greatest glory in living lies not in never falling but in rising every time you fall.’ Nelson Mandela

Discuss this statement.

- Discursive/Descriptive/Narrative/Reflective essay
- The following must be considered:
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially.
  - If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
  - If narrative, a strong story line illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions.
  - A candidate may write an essay which contains elements of more than one type of essay.

1.4 We are controlled by electronic media. As a result we have lost our individuality. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given.
  - There should be a clear defence/motivation/argument for the position taken.
1.5 Young people must take action to inherit a greener and cleaner world.

- Discursive/Reflective/Argumentative essay
- The following must be considered:
  - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.
  - If reflective, there must be a personal account of thought processes and feelings/emotions.
  - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/motivation/argument for the position taken.
  - A candidate may write an essay which contains elements of more than one type of essay.

1.6 The season that brings out the best in me

- Descriptive/Reflective/Narrative essay
- The following must be considered:
  - If descriptive, there must be vivid descriptions.
  - If reflective, there must be a personal account of thought processes and feelings/emotions.
  - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
  - A candidate may write an essay which contains elements of more than one type of essay.

1.7 Interpretation of pictures

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

  1.7.1  Literal interpretation: e.g. the importance of walking/rushing to work, etc.
  
  Abstract interpretation: e.g. hectic lifestyle/living without an identity, etc.

  1.7.2  Literal interpretation: e.g. a bridge, construction, design, architecture, etc.
  
  Abstract interpretation: e.g. journeys, breaking down barriers, development, a shrinking world, etc.
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 LETTER TO THE PRESS

- Acceptable variations of the format must be allowed.
- The letter should be addressed to the editor of a newspaper.
- The tone and register of the letter should be formal.

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient (Editor)
  - Address of newspaper
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender.

- The following information should be included in the letter, among others:
  - Details of disruptions
  - Expression of views and feelings about the disruptions [30]
2.2 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of death
  - Date of birth.
- 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. [30]

2.3 PERSONAL RECOUNT/INFORMAL REPORT

- The tone may be formal/informal.
- The register and content must suit the purpose of the recount/report.
- The following information should be included in the recount/report, among others:
  - Setting the scene or establishing context
  - A factual account of the incident that the candidate witnessed. [30]

2.4 DIALOGUE

- The tone must be informal.
- The following aspects of format must be included:
  - A brief scenario (context) must be sketched before the speakers start speaking.
  - The names of the speakers must appear on the left-hand side of the page.
  - A colon must appear after the name of each speaker.
  - A new line must be used to indicate each speaker.
  - Stage directions (tone of voice, actions, etc.) must be written in brackets, if applicable.
- The following ideas may be explored, among others:
  - The reasons why the friend is not a bad influence
  - An expression of the speakers’ points of view [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 assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

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

3.1 FLYER

- The following information should be included in the flyer, among others:
  - Catchy words and phrases should be used.
  - Sufficient details of the fitness programme (e.g. date, venue and time).
  - The nature of the fitness programme must be evident.
  - Contact details may be provided.
  - No marks are awarded for illustrations.

3.2 DIARY ENTRIES

- There should be TWO entries.
- Each entry must bear a date.
- The tone must be personal.

3.3 DIRECTIONS

- The starting point and destination must be specified.
- The directions may be in point or paragraph form.
- The directions must be given in sequence.
- Landmarks, distances and specific directions must be included.
- No marks are awarded for illustrations.
## 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>
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</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>
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<tr>
<td><strong>30 MARKS</strong></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><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>
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</table>
| **15 MARKS** | -Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Language confident, exceptionally impressive<br>-Compelling and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Very skilfully crafted | -Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Language is effective and a consistently appropriate tone is used<br>-Largely error-free in grammar and spelling<br>-Very well crafted | -Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Appropriate use of language to convey meaning<br>-Tone is appropriate<br>-Rhetorical devices used to enhance content | -Tone, register, style and vocabulary not appropriate to purpose, audience and context<br>-Very basic use of language<br>-Tone and diction are inappropriate<br>-Very limited vocabulary | -Language incomprehensible<br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Very basic use of language<br>-Tone and diction are inappropriate<br>-Very limited vocabulary |}

| MARK RANGE | 43–50 | 33–40 | 23–30 | 13–20 | 0–10 |

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<td>15–18</td>
<td>11-14</td>
<td>8-10</td>
<td>5-7</td>
<td>0–4</td>
</tr>
</tbody>
</table>
| Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context | - Outstanding response beyond normal expectations  
- Extensive knowledge of features of the type of text  
- Coherence in content and ideas  
- Writing maintains focus  
- 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 |

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<th>8–9</th>
<th>6–7</th>
<th>4–5</th>
<th>0–3</th>
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| Tone, register, style, purpose/effector, audience 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 less appropriate to purpose, audience and context  
- Some grammatical errors  
- Adequate vocabulary  
- Errors do not impede meaning | - Tone, register, style and vocabulary do not correspond to purpose, audience and context  
- Error-ridden and confused  
- Vocabulary not suitable for purpose  
- 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 | 25–30 | 19–23 | 14-17 | 9-12 | 0–7 |
# ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

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