These marking guidelines consist 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 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.

1.1 You know my name, but …

Narrative/Reflective/Descriptive

• If narrative, the essay must have a strong story line and an interesting ending.
• If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
• If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.2 My favourite destination

Narrative/Reflective Descriptive

• If narrative, the essay must have a strong story line and an interesting ending.
• If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
• If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

1.3 If I were given a second chance ...

Reflective/Narrative/Descriptive

• If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
• 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 descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

1.4 Nowadays there is hardly any privacy, since everything gets posted online.

Argumentative/Discursive/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 discursive, the arguments for and against must be well-balanced and clearly presented in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
• If reflective, the candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.5 Our age is not determined by the date on the calendar, but by the mind.

Argumentative/Discursive/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 discursive, the arguments for and against must be well-balanced and clearly presented in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective, the candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

1.6 Happiness is a choice.

Discursive/Argumentative/Reflective

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- 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, feelings and emotions must be evident.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

1.7 Interpretation of pictures

The candidate

- should give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay, provided it is in direct relation to the picture chosen.
- may write in any appropriate tense.
1.7.1 Picture: **A window**

- Literal interpretations: a view from a window, home environment.
- Figurative interpretations: a window to the world, the world of opportunities, escape into a world of your own. [50]

1.7.2 Picture: **A boy on shoulders**

- Literal interpretations: parent-child relationships, a delightful experience.
- Figurative interpretations: caring, racial harmony, trust. [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:
  - 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

A letter to the editor about road accidents

- The letter should be addressed to the editor of a newspaper.
- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- Acceptable variations of the format must be allowed.
- 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 road accidents
  - Expression of views and feelings about the accidents
  - Suggestions about ways in which future road accidents may be avoided
2.2 OBITUARY

An obituary of a teammate

- 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
  - Date, time and place of funeral
  - Biographical information
- A tribute must be paid to the deceased. [30]

2.3 AGENDA AND MINUTES OF A MEETING

Minutes of a meeting

- The language must be concise and formal.
- Items must be numbered.
- Headings and bullets may be used.
- The minutes must be written in the past tense.
- The following aspects of format should be included:
  - The name of the organisation
  - The date, time and place of the meeting
  - A list of people present as well as apologies tendered
  - A record of discussions and decisions/actions taken
  - The time at which the meeting ended
- The minutes must provide a summary of what was proposed and finally agreed upon. [30]

2.4 DIALOGUE

A conversation between a parent/guardian and a child

- A context must be provided at the beginning of the dialogue.

The dialogue must be between the parent/guardian and a child

- The tone must be informal.
- The child must convince the parent/guardian.
- The following aspects of the dialogue format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon used after the name of the character who is speaking.
  - A new line used to indicate each new speaker.
  - Where necessary, actions must be given in brackets before the words are spoken. [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 FLYER

Sale of items

- The following aspects should be included in the flyer, **among others:**
  - Eye-catching headline or slogan
  - Catchy words and phrases should be used.
  - Sufficient details of the items for sale
  - Your contact details

- 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 the first day at work

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate’s feelings before and after the first day of work.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect emotions suited to the topic. [20]

3.3 DIRECTIONS

Directions to the hall

- The directions may be in either point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks.

NOTE: Do not award marks for illustrations. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
# ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

## Content & Planning

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<tr>
<th>Criteria</th>
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<th>Inadequate</th>
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<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>(Response and ideas)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Organisation of ideas for planning</td>
<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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<tr>
<td>Awareness of purpose, audience and context</td>
<td>- Intelligent, thought-provoking ideas with evidence of maturity</td>
<td>- Fully relevant and interesting ideas</td>
<td>- Ideas are reasonably coherent and convincing</td>
<td>- Unclear ideas and unoriginal</td>
<td>- Confused and repetitive</td>
</tr>
<tr>
<td></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>- Some degree of organisation and coherence, including introduction, body and conclusion</td>
<td>- Little evidence of organisation and coherence</td>
<td>- Unorganised and incoherent</td>
</tr>
<tr>
<td></td>
<td>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
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## Language, Style & Editing

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<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>3–0</td>
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<td>Tone, register, style, vocabulary appropriate to purpose/wording and context; Word choice</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>
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<td>Language use and conventions, punctuation, grammar, spelling</td>
<td>- Language is effective and a consistently appropriate tone is used</td>
<td>- Virtually error-free in grammar and spelling</td>
<td>- Language is effective and generally effective</td>
<td>- Language is effective and generally effective</td>
<td>- Tone and diction are inappropriate</td>
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<tr>
<td></td>
<td>- Virtually error-free in grammar and spelling</td>
<td>- Language is effective and generally effective</td>
<td>- Virtually error-free in grammar and spelling</td>
<td>- Language is effective and generally effective</td>
<td>- Very basic use of language</td>
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<tr>
<td></td>
<td>- Very skilfully crafted</td>
<td></td>
<td></td>
<td></td>
<td>- Tone and diction are inappropriate</td>
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<tr>
<td></td>
<td>- Well-crafted</td>
<td></td>
<td></td>
<td></td>
<td>- Very limited vocabulary</td>
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## Structure

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<td>5 MARKS</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<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></td>
<td>- Exceptional detail</td>
<td>- Coherent</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences, paragraphs faulty</td>
<td>- Sentences and paragraphs faulty</td>
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<tr>
<td></td>
<td>- Sentences, paragraphs exceptionally well-constructed</td>
<td>- Sentences, paragraphs logical, varied</td>
<td>- Essay still makes sense</td>
<td>- Essay still makes some sense</td>
<td>- Essay does not sense</td>
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## ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

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<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 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>
</tr>
<tr>
<td></td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions</td>
<td>- Not completely focused – some digressions</td>
<td>- Some focus but writing digresses</td>
<td>- Meaning obscure with major digressions</td>
</tr>
<tr>
<td></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>- Not always coherent in content and ideas</td>
<td>- Not coherent in content and ideas</td>
</tr>
<tr>
<td></td>
<td>- Writing maintains focus</td>
<td>- Appropriate format with minor inaccuracies</td>
<td>- Some details support the topic</td>
<td>- Few details support the topic</td>
<td>- Very few details support the topic</td>
</tr>
<tr>
<td></td>
<td>- Coherence in content and ideas</td>
<td>- Appropriate and accurate format</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>
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<tr>
<td></td>
<td>- Highly elaborated and all details support the topic</td>
<td></td>
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<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 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>
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<td>- Virtually error-free</td>
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<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
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<td></td>
<td></td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
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<td></td>
<td>- Errors do not impede meaning</td>
<td>- Meaning obscured</td>
<td>- Meaning seriously impaired</td>
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# ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

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<td></td>
<td>-Extensive knowledge of features of the type of text</td>
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<td>-Not always coherent in content and ideas</td>
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</tr>
<tr>
<td></td>
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<td>-Appropriate format with minor inaccuracies</td>
<td>-Some details support the topic</td>
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**MARK RANGE**

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