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 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:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

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

1.1 A memorable journey

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. The essay must have an interesting ending.
- The candidate may refer to a literal or a figurative journey.
- It must be clear why the journey was memorable.

1.2 Write a story that includes the following words:

I regret pressing 'Send' on my cellphone.

Narrative/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
1.3 **The people who make my life interesting**

Descriptive/Narrative/Reflective

- 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.
- If reflective, the essay should convey emotional reactions and feelings.

1.4 **There is too much pressure on the youth to have perfect bodies.**

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 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 reflective, the writer must still take a stance for or against the topic. The essay must convey a personal response to the issue.

1.5 **Do not start your day with broken pieces of yesterday.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past 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.

1.6 **Success is the result of hard work; luck has nothing to do with it.**

Discursive/Argumentative

- 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.
- 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: **Tree/Recycling**

- Literal interpretations: recycling, deforestation, environmental issues.
- Figurative interpretations: source of life, life seasons. [50]

1.7.2 Picture: **Grandmother with girl reading**

- Literal interpretations: the importance of reading, reading to children, literacy, adult literacy.
- Figurative interpretations: love, happiness, relationships between grandparents and grandchildren, the role of grandparents/grandmothers/women, aging vs. youthfulness. [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 attached 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 TO THE PRESS

A letter to the editor about whether matric results should be published in the newspapers or not.

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient: the editor
  - Name of the newspaper
  - 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 present his or her point of view clearly.

2.2 OBITUARY

Obituary of a learner

- 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 (parents, siblings) and their names
  - Date and time of funeral
  - Biographical information

- A tribute must be paid to the deceased.
2.3 **INFORMAL REPORT**

A report to the principal on possible changes to the rules regarding learner uniforms and hairstyles.

- The report must have:
  - a topic.
  - a recipient.
  - a sender.

- The report must be written using an informal format but formal language.
- Slang or colloquial language is not acceptable. [30]

2.4 **INTERVIEW**

An interview between the candidate and the radio presenter.

- A brief scenario/context must be given before the speakers start speaking.

- The tone must be formal.

- The following aspects of format must be included:
  - 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.
  - The questions must be probing and to the point.
  - Stage directions (tone of voice, actions, etc.) must be written in brackets before the spoken words, if applicable. [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 INVITATION CARD

A teacher at your school is about to retire.

- The following aspects of format must be included:
  - Date, venue and time
  - Type of function should be clear
- Language should be formal and suited to the context.
- Full sentences are not necessary.
- Do not award marks for illustrations.

3.2 POSTCARD

You and your family have moved to a new country/province.

- The language, tone and register must be informal.
- The content must be about the candidate's experiences in a new country/province.
- The format may be quite informal and may include a receiver and a sender.
- No marks are awarded for illustrations.

3.3 DIRECTIONS

Directions from the airport to your house in Sprite street.

- The starting point and destination must be specified.
- The directions may be in point or paragraph form.
- Concise and clear sentences must be used.
- The following should be included, among others:
  - Landmarks
  - Estimated distances
  - Specific directions
- No marks are awarded for illustrations.

TOTAL SECTION C: 20
GRAND TOTAL: 100
# 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></td>
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</tr>
<tr>
<td>(Response and ideas)</td>
<td>28-30</td>
<td>22-24</td>
<td>16-18</td>
<td>10-12</td>
<td>4-6</td>
</tr>
<tr>
<td>Organisation of ideas for</td>
<td>- Outstanding/Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- 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</td>
<td>- Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>- Inconsistently coherent response - Unclear ideas and original - Little evidence of organisation and coherence</td>
<td>- Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent</td>
</tr>
<tr>
<td>Planning</td>
<td>Upper level</td>
<td>Lower level</td>
<td></td>
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<td>30 MARKS</td>
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<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
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<td></td>
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<tr>
<td>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; 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>
</tr>
<tr>
<td>Upper level</td>
<td>- 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</td>
<td>- 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</td>
<td>- 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</td>
<td>- Tone, register, style and vocabulary not appropriate to purpose, audience and context - Language incoherent - Tone and diction are inappropriate - Very limited vocabulary</td>
<td>- Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible</td>
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<td>Lower level</td>
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<td>15 MARKS</td>
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<tr>
<td><strong>STRUCTURE</strong></td>
<td></td>
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</tr>
<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0-1</td>
</tr>
<tr>
<td>5 MARKS</td>
<td>- Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed</td>
<td>- Logical development of details - Coherent - Sentences, paragraphs logical, varied</td>
<td>- Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes sense</td>
<td>- Some valid points - Sentences and paragraphs faulty - Essay still makes some sense</td>
<td>- Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense</td>
</tr>
<tr>
<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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Please turn over
### ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
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<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<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; Purpose, audience, 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 good knowledge of features of the type of text  
- Not completely focused  
- -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** | 10–12       | 8–9     | 6–7      | 4–5        | 0–3        |
| Tone, register, style, purpose/effect, 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 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 | 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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