These marking guidelines consist of 12 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:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

NOTE:

- Adhere to the length of 250–300 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 No one knows …

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending. The essay is usually written in the past tense.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer 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/any other essay type.
1.2 'Alone we are smart. Together we are brilliant.' – Steven Anderson.

Reflective/Argumentative/Discursive/Narrative

- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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 analysed in the essay. The candidate must provide supporting evidence for arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If narrative, the essay must have a strong story line and an interesting ending. The essay is usually written in the past tense.

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

1.3 My music, my life

Descriptive/Narrative/Reflective

- If descriptive, the candidate 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 and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.

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

1.4 The world in 2050

Descriptive/Reflective/Narrative

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

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.
1.5 You are not a victim of circumstances; you are a product of your decisions. Do you agree?

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

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

1.6 Teachers shape the future. Discuss this statement.

Discursive/Descriptive/Reflective/Narrative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If descriptive, the candidate should create a picture in words, referring to as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If narrative, the essay must have a strong story line and an interesting ending.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type.
1.7 Interpretation of pictures

The candidate

- must give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay.
- must link the interpretation to the picture.
- may write in any appropriate tense.

1.7.1 Picture: Selfie

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: taking selfies; a romantic relationship; memories.
- Figurative interpretations: the effects of technology on our lives, modern life, joy.

1.7.2 Picture: Keys

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: safety; losing keys; locking/unlocking doors.
- Figurative interpretations: career choices; making decisions; education is the key to success; confusion/uncertainty.

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:

- Adhere to the length of 120–150 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 FORMAL LETTER

Your local municipality has shown much improvement regarding service delivery.

- Allow for acceptable variations of the format (address).
- The letter should be addressed to the municipal manager.
- The tone and register of the letter should be formal.
- The letter should have an introduction, a body and a conclusion.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The Municipal Manager
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender

- The letter must express gratitude.
- The candidate must give details of the improvements.

[30]
2.2 **OBITUARY**

A famous South African celebrity passed away recently.

- The tone must be formal.
- The following aspects of format must be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (spouse, children) and their names

- The following aspects may be included:
  - Biographical information
  - Cause of death
  - Date, time and place of funeral

- A tribute must be paid to the deceased. [30]

2.3 **MAGAZINE ARTICLE**

An article for *Teen Mag*

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The article must provide suggestions to the reader on how teenagers can cope with teenage life in the 21st century.
- The style should be personal, speaking directly to the reader.
- The article should be stimulating to the reader.
- The language may be formal/informal. [30]

2.4 **SPEECH**

Speech at a Grade 12 party

- 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:
  - an introduction that attracts attention
  - well-developed points
  - a conclusion. [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:

- Adhere to the length of 80–100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

3.1 ADVERTISEMENT

Transport service

- The advertisement should:
  - have a catchy headline to attract the attention of the reader.
  - create interest in and desire for the service.
  - have the following details: service rendered, cost involved and contact details.
  - 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 attending the career guidance workshop.

- There MUST be TWO diary entries with two different dates/ times.
- The entries should express the candidate's feelings before and after attending the career guidance workshop.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.
3.3 INSTRUCTIONS

Parent's instructions to study group

- The instructions may be in point or paragraph form.
- Instructions must be in a clear, logical sequence.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Response and ideas)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Organisation of ideas for planning; Awareness of purpose, audience and context</td>
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</tr>
<tr>
<td><strong>30 MARKS</strong></td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
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<td>Upper level</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Outstanding/Striking response beyond normal expectations</td>
<td>-Satisfactory response</td>
<td>-Inconsistently coherent response</td>
<td>-Totally irrelevant response</td>
<td>-No attempt to respond to the topic</td>
<td></td>
</tr>
<tr>
<td>-Intelligent, thought-provoking and mature ideas</td>
<td>-Ideas are reasonably coherent and convincing</td>
<td>-Unclear ideas and unoriginal</td>
<td>-Confused and unfocused ideas</td>
<td>-Completely irrelevant and inappropriate</td>
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<td>-Exceptionally 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>
<td>-Unfocused and muddled</td>
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</tr>
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<td></td>
<td></td>
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</tr>
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<td>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
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</tr>
<tr>
<td><strong>15 MARKS</strong></td>
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<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
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<td></td>
</tr>
<tr>
<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>-Language incomprehensible</td>
<td></td>
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<tr>
<td>-Language confident, exceptionally impressive</td>
<td>-Language is effective and a consistently appropriate tone is used</td>
<td>-Appropriate use of language to convey meaning</td>
<td>-Very basic use of language</td>
<td>-Tone, register, style and vocabulary not appropriate to purpose, audience and context</td>
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</tr>
<tr>
<td>-Compelling and rhetorically effective in tone</td>
<td>-Largely error-free in grammar and spelling</td>
<td>-Tone is appropriate</td>
<td>-Tone and diction are inappropriate</td>
<td>-Vocabulary limitations so extreme as to make comprehension impossible</td>
<td></td>
</tr>
<tr>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Very well crafted</td>
<td>-Rhetorical devices used to enhance content</td>
<td>-Very limited vocabulary</td>
<td>-Language incomprehensible</td>
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</tr>
<tr>
<td>-Very skilfully crafted</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Language excellent and rhetorically effective in tone</td>
<td>-Language engaging and generally effective</td>
<td>-Adequate use of language with some inconsistencies</td>
<td>-Inadequate use of language</td>
<td>-Little or no variety in sentence</td>
<td></td>
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<tr>
<td>-Virtually error-free in grammar and spelling</td>
<td>-Appropriate and effective tone</td>
<td>-Tone generally appropriate and limited use of rhetorical devices</td>
<td>-Exceptionally limited vocabulary</td>
<td>-Exceptionally limited vocabulary</td>
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<td>-Skilfully crafted</td>
<td>-Few errors in grammar and spelling</td>
<td>-Well crafted</td>
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<td>Features of text; Paragraph development and sentence construction</td>
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<td><strong>5 MARKS</strong></td>
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<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Excellent development of topic</td>
<td>-Logical development of details</td>
<td>-Some valid points</td>
<td>-Necessary points lacking</td>
<td>-Sentences and paragraphs faulty</td>
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<tr>
<td>-Exceptional detail</td>
<td>-Coherent</td>
<td>-Sentences, paragraphs well-constructed</td>
<td>-Sentences, paragraphs faulty</td>
<td>-Essay lacks sense</td>
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<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>
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</table>
## ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<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>
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<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>- Generally 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></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Highly elaborated and all details support the topic</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Appropriate and accurate format</td>
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<td><strong>MARK RANGE</strong></td>
<td>15–18</td>
<td>11–14</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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<tr>
<td></td>
<td>- Grammatically accurate and well-constructed</td>
<td>- Generally grammatically accurate and well-constructed</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
</tr>
<tr>
<td></td>
<td>- Virtually error-free</td>
<td></td>
<td></td>
<td>- Meaning obscured</td>
<td>- Meaning seriously impaired</td>
</tr>
<tr>
<td><strong>MARK RANGE</strong></td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
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## ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
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<tr>
<td>CONTENT, PLANNING &amp; FORMAT</td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
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<tr>
<td>Response and ideas; Organisation of ideas; Features/conventions and context</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>
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<tr>
<td></td>
<td>- Inteligent 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>- Necessary rules of format vaguely applied</td>
<td>- Very few details support the topic</td>
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<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>- Some critical oversights</td>
<td>- Necessary rules of format not applied</td>
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<tr>
<td>LANGUAGE, STYLE &amp; EDITING</td>
<td>7–8</td>
<td>5–6</td>
<td>4</td>
<td>3</td>
<td>0–2</td>
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<tr>
<td>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</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></td>
<td>- Grammatically accurate and well-constructed</td>
<td>- Generally grammatically accurate and well-constructed</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
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<tr>
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<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
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<tr>
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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>
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</table>

MARK RANGE 17–20 13–15 10–11 7–8 0–5