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:
  - 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 An escape

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 candidate should create a picture in words, using 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 **We have been friends since Grade 1**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending. This topic lends itself to the possibility of being written in both the past tense and the present tense.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the candidate should create a picture in words, using 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 **The home in which I grew up**

Descriptive/Reflective/Narrative

- If descriptive, the candidate should create a picture in words, using 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. 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.

1.4 **'Life is really simple, but we insist on making it complicated.' – Confucius**

Discuss this statement.

Discursive/Narrative/Reflective/Descriptive/Argumentative

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. Supporting evidence must be provided for arguments given. 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.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer should create a picture in words, using as many senses as possible to make the description clear.
- 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.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.
1.5 **We are responsible for what future generations will inherit from us**

Argumentative/Reflective/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 reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. Supporting evidence must be provided for arguments given. 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.

1.6 **Freedom of speech is both a right and a responsibility. Do you agree?**

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. Supporting evidence must be provided for arguments given. The candidate may come to a particular conclusion at the end of the essay which should include recommendations.
1.7 **Interpretation of pictures**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- The candidate should give the essay a suitable title.
- 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 may write in any appropriate tense.

1.7.1 Picture: **Tap**

- Literal interpretations: the importance of water in our lives, lack of service delivery, access to water.
- Figurative interpretations: drought, water conservation.

1.7.2 Picture: **An athlete**

- Literal interpretations: sport, talents, competition.
- Figurative interpretations: rat-race, competing to be the best, taking up challenges.

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 FRIENDLY LETTER

A letter of congratulations

- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be friendly and informal.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending

- The candidate must express his/her congratulations to the friend. [30]

2.2 LETTER OF APPLICATION

Application for the position of general assistant

- Acceptable variations of format must be allowed.
- The letter should be addressed to the production manager.
- The tone and register of the letter should be formal.
- The letter should have an introduction, a body and conclusion.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The Production Manager
o Name of the production company  
o Address of recipient  
o Greeting/Salutation  
o Subject line  
o Suitable ending  
o Signature  
o Name of sender  

- The purpose of the letter must be clear. [30]

2.3 **INFORMAL REPORT**

A report on a project  

- The report must have:  
  
o A topic  
o A recipient  
o A sender  

- The report must be written using an informal format but formal language.  
- Slang or colloquial language is NOT acceptable. [30]  
- Information about the project must be included.

2.4 **INTERVIEW**

Interview with a private nurse  

- A context must be provided at the beginning of the interview.  
- The dialogue must be between yourself and the nurse.  
- The tone and register should be appropriate to the person being interviewed.  
- The questions must be probing and to the point.  
- The names of the speakers should be followed by colons.  
- A new line should be used to indicate each new speaker. [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:
  o Content, planning and format (12 marks)
  o Language, style and editing (8 marks)

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

3.1 INVITATION CARD

Invitation to a farewell dinner

• The invitation must include the following aspects:
  o Date, venue and time
  o Type of function

• Language should be suited to the context.
• Full sentences are not necessary.
• No marks should be awarded for illustrations.

3.2 DIARY ENTRIES

The candidate’s feelings before and after his/her first day at work.

• There MUST be TWO diary entries with two different dates/times.
• 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 DIRECTIONS

Directions from the shopping centre to the local post office

• The directions may be in point or paragraph form.
• Complete sentences are not necessary.
• Directions must be in the correct sequence, including reference to distance, turns and landmarks.
• No marks are awarded for sketches or maps.

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<td><strong>28–30</strong></td>
<td><strong>22–24</strong></td>
<td><strong>16–18</strong></td>
<td><strong>10–12</strong></td>
<td><strong>4–6</strong></td>
</tr>
<tr>
<td>(Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
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<tr>
<td><strong>30 MARKS</strong></td>
<td><strong>Outstanding/Striking response beyond normal expectations</strong></td>
<td><strong>Very well-crafted response</strong></td>
<td><strong>Satisfactory response</strong></td>
<td><strong>Inconsistently coherent response</strong></td>
<td><strong>-</strong></td>
</tr>
<tr>
<td>- Intelligent, thought-provoking and mature ideas</td>
<td>- Fully relevant and interesting ideas with evidence of maturity</td>
<td>- Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>- Unclear ideas and unoriginal</td>
<td>- Totally irrelevant response</td>
<td>- Confused and unfocused ideas</td>
</tr>
<tr>
<td>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>- Some degree of organisation and coherence, including introduction, body and conclusion</td>
<td>- Vague and repetitive</td>
<td>- Unorganised and incoherent</td>
<td>- Unfocused and muddled</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td><strong>25–27</strong></td>
<td><strong>19–21</strong></td>
<td><strong>13–15</strong></td>
<td><strong>7–9</strong></td>
<td><strong>0–3</strong></td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
</tr>
<tr>
<td><strong>15 MARKS</strong></td>
<td><strong>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay</strong></td>
<td><strong>- Well-crafted response</strong></td>
<td><strong>- Satisfactory response but some lapses in clarity</strong></td>
<td><strong>- Largely irrelevant response</strong></td>
<td><strong>- No attempt to respond to the topic</strong></td>
</tr>
<tr>
<td>- Mature and intelligent ideas</td>
<td>- Relevant and interesting ideas</td>
<td>- Ideas are fairly coherent and convincing</td>
<td>- Ideas tend to be disconnected and confusing</td>
<td>- Completely irrelevant and inappropriate</td>
<td>- Unfocused and muddled</td>
</tr>
<tr>
<td>- Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>- Satisfactory response but some lapses in clarity</td>
<td>- Hardly any evidence of organisation and coherence</td>
<td>- Largely irrelevant response</td>
<td>- -</td>
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<tr>
<td><strong>STRUCTURE</strong></td>
<td><strong>14–15</strong></td>
<td><strong>11–12</strong></td>
<td><strong>8–9</strong></td>
<td><strong>5–6</strong></td>
<td><strong>0–3</strong></td>
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<tr>
<td>Features of text: Paragraph development and sentence construction</td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
<td><strong>Upper level</strong></td>
</tr>
<tr>
<td><strong>5 MARKS</strong></td>
<td><strong>- Excellent development of topic</strong></td>
<td><strong>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</strong></td>
<td><strong>- Tone, register, style and vocabulary appropriate to purpose, audience and context</strong></td>
<td><strong>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</strong></td>
<td><strong>- Language incomprehensible</strong></td>
</tr>
<tr>
<td>- Exceptional detail</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 and diction are inappropriate</td>
<td>- Tone, register, style and vocabulary not appropriate to purpose, audience and context</td>
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<tr>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Largely error-free in grammar and spelling</td>
<td>- Rhetorical devices used to enhance content</td>
<td>- Very limited vocabulary</td>
<td>- Vocabulary limitations so extreme as to make comprehension impossible</td>
<td>- -</td>
</tr>
<tr>
<td><strong>- Well skilfully crafted</strong></td>
<td>- Very well crafted</td>
<td>- Very well crafted</td>
<td>- Very well crafted</td>
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<td>- -</td>
</tr>
<tr>
<td><strong>- Language excellent and rhetorically effective in tone</strong></td>
<td>- Language engaging and generally effective</td>
<td>- Adequate use of language with some inconsistencies</td>
<td>- Language incomprehensible</td>
<td>- -</td>
<td>- -</td>
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<tr>
<td>- Virtually error-free in grammar and spelling</td>
<td>- Appropriate and effective tone</td>
<td>- Little or no variety in sentence</td>
<td>- Little or no variety in sentence</td>
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<td>- -</td>
</tr>
<tr>
<td>- Skilfully crafted</td>
<td>- Few errors in grammar and spelling</td>
<td>- Exceptionally limited vocabulary</td>
<td>- Exceptionally limited vocabulary</td>
<td>- -</td>
<td>- -</td>
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<tr>
<td><strong>- Well crafted</strong></td>
<td>- Well crafted</td>
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</tbody>
</table>
# ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 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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<tbody>
<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>
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<tr>
<td>Response and ideas;</td>
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<tr>
<td>Organisation of ideas</td>
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</tr>
<tr>
<td>Purpose, audience, features/conventions and context</td>
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<tr>
<td><strong>18 MARKS</strong></td>
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<tr>
<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>
<td></td>
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<tr>
<td>- Intelligent and mature ideas</td>
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</tr>
<tr>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Maintains focus – no digressions</td>
<td>- Not completely focused – some digressions</td>
<td>- Not always coherent in content and ideas</td>
<td>- Meaning obscure with major digressions</td>
<td></td>
</tr>
<tr>
<td>- Writing maintains focus</td>
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<td></td>
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<tr>
<td>- Coherence in content and ideas</td>
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</tr>
<tr>
<td>- Highly elaborated and all details support the topic</td>
<td>- Coherent in content and ideas, very well elaborated and details support topic</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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<tr>
<td>- Appropriate and accurate format</td>
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<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</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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<tr>
<td>Tone, register, style, purpose/efficacy, audience 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 highly 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 do not correspond to purpose, audience and context</td>
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</tr>
<tr>
<td>- Grammatically accurate and well-constructed</td>
<td>- Grammatically accurate and well-constructed</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
<td></td>
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<tr>
<td>- Virtually error-free</td>
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<tr>
<td><strong>12 MARKS</strong></td>
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<tr>
<td>- Very good vocabulary</td>
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<td></td>
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<tr>
<td>- Mostly free of errors</td>
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<tr>
<td>- Adequate vocabulary</td>
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<tr>
<td>- Errors do not impede meaning</td>
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<tr>
<td>- Meaning obscured</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Necessary rules of format vaguely applied</td>
<td>- Some critical oversights</td>
<td>- Necessary rules of format not applied</td>
<td>- Vocabulary not suitable for purpose</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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<tr>
<th>Criteria</th>
<th>Exceptional 10–12</th>
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<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<td></td>
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<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td>12 MARKS</td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus — no digressions</td>
<td>- Not completely focused — some digressions</td>
<td>- Not always coherent in content and ideas</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>
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<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>
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<tr>
<td></td>
<td>- Coherence in content and ideas</td>
<td>- Generally appropriate format but with some inaccuracies</td>
<td>- Not always coherent in content and ideas</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>- High elaborated and all details support the topic</td>
<td>- Appropriate and accurate format</td>
<td>- Some details support the topic</td>
<td>- Some critical oversights</td>
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<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td></td>
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</tr>
<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>
</tr>
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<td>8 MARKS</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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<td>- Virtually error-free</td>
<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
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<td>- Mostly free of errors</td>
<td>- Errors do not impede meaning</td>
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<td>- Meaning seriously impaired</td>
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