This marking guideline consists of 10 pages.
INSTRUCTIONS AND INFORMATION

This memorandum must be used in conjunction with the attached English FAL Assessment Rubrics for SECTIONS A, B and C.

NOTE: All pieces of writing should be read at least TWICE during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

SECTION A: ESSAY

QUESTION 1

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some of the ways in which the topics can be interpreted. Full credit must be given for the candidates’ own interpretation.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 50 mark grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning = 32 marks
  - Language, style and editing = 12 marks
  - Structure = 6 marks

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

1.1 MY MOMENT OF PAIN AND REGRET

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to experience of pain and regret.
  - 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 connected to pain and regret.
OR

1.2 ARE RURAL AREAS (SMALL TOWNS AND VILLAGES) LOSING TOO MANY YOUNG PEOPLE TO LARGE TOWNS AND CITIES? DISCUSS YOUR VIEWS.

- Discursive essay
- The essay must offer a balanced view of both sides of the argument.
- Opposing views must be presented impartially. [50]

OR

1.3 THE DREAM I WANT TO PURSUE.

- Descriptive/Reflective essay
- The following must be considered:
  - If descriptive, there must be a clear description of what the dream is and how candidate intends to pursue/achieve the dream.
  - If reflective, there must be a personal account of thought processes and feelings/emotions about a dream/achievement the candidate wants to pursue/realise. [50]

OR

1.4 IN DEFENCE OF WOMEN AND CHILDREN.

- Descriptive/Discursive/Reflective essay
  - If descriptive, there must be a vivid description of an experience/incident connected to defending women and children.
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented impartially.
  - If reflective, there must be a personal account of thought processes and feelings/emotions relating to the reason(s) for the defence of women and children. [50]

OR

1.5 MY FAVOURITE SPORT AND WHY I LIKE IT

- Descriptive/Narrative/Reflective essay
  - If descriptive, there must be a vivid description of the candidate’s favourite sport and motivation for favouring this sport.
  - If narrative, a story with a strong story line must be evident in which a series of events takes place relative to the favourite sport and subsequent preference for the sport. There must be logical sequence of tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions triggered by the strong appeal to this sport. [50]
1.6 WHAT FREEDOM MEANS TO ME.

- Narrative/Descriptive/Reflective essay.
  - If narrative, a story with a strong story line must be evident in which a series of events illustrates the topic. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of what freedom entails on a personal level.
  - If reflective, there must be a personal account of thought processes and feelings/emotions evoked by the topic. [50]

OR

1.7 MY LOVE, MY LIFE.

- Narrative/Descriptive/Reflective essay.
  - If narrative, a story with a strong story line must be evident in which a series of events illustrates the topic. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of what freedom entails on a personal level.
  - If reflective, there must be a personal account of thought processes and feelings/emotions evoked by the topic. [50]

OR

1.8 INTERPRETATION OF PICTURES

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates should give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas may be explored in response to the pictures, among others: [50]

  1.8.1
  - social interpretations: e.g. sport and entertainment/building relationships/pursuing dreams/sport and healthy bodies, etc.
  - economic interpretations: financial benefits/sport as an industry creating jobs/money pumped into sport, etc.
  - a more literal interpretation might include: rugby/rules of the game/sport injuries, etc.
  - Personal interpretation: favourite sport/favourite rugby team/favourite rugby player/a memorable game, etc.

OR

  1.8.2
  - social interpretations: benefits, disadvantages of cell phones/technology/dangers, benefits of social networking, etc.
  - economic interpretations: benefits of modern technology
  - a more literal interpretation might include: cell phone preferences, etc.
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 30 mark rubric to mark longer transactional pieces. The pieces produced by candidates must be assessed according to the following criteria:
  - Content, planning and format = 20 marks
  - Language, style and editing = 10 marks

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

2.1 FORMAL LETTER

- Letter should be addressed to The Director.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending

- The following information should be included in the letter, among others:
  - The candidate should give thanks to company.
  - A clear indication about benefits computers have for school. [30]

OR

2.2 DIALOGUE

NOTE:

- The correct dialogue format must be used:
  - The names of the characters on the left-hand side of the page.
  - A colon after the name of the speaker.
  - A new line to indicate each new speaker.
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
  - No inverted commas to be used.

- The following ideas may be explored, among others:
  - Changes to proposed school uniform must be clear.
  - Positive and/or negative opinions about the uniform changes may be expressed. [30]

OR
2.3 FRIENDLY LETTER

- Letter should be addressed to a friend in another village/town/city.
- Tone and register of the letter may be informal.
- The following aspects of format should be included:
  - Address of sender.
  - Date
  - Greeting/salutation.
  - Suitable ending.
- The following information should be included in the letter, among others:
  - The candidate should express opinion about friend’s behaviour.
  - The candidate must also advise friend about possible consequences of his/her behaviour.

OR

2.4 REVIEW

- Review must be on a book.
- May be a setwork/prescribed book.
- Tone and register should be semi-formal/formal.
- The following aspects of format must be included:
  - Title of book.
  - Author
  - Theme
  - Setting
  - Characters
  - Plot (ending not to be revealed)
  - Recommendation.

TOTAL SECTION B: 30
SECTION C: SHORTER TEXT (TRANSACTIONAL/REFERENCE/INFORMATIONAL)

QUESTION 3

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark rubric to mark the texts. The texts produced by the candidates must comply with the following criteria:
  - Content, planning and format = 13 marks
  - Language, style and editing = 7 marks

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

3.1 INSTRUCTIONS

- The contents of the instructions should relate to preparations for a tour.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and informative.
- Complete sentences are not necessary.

OR

3.2 DIARY ENTRY

- Tone and register may be informal, colloquial.
- The following should be included:
  - Reflection on matric dance that has taken place OR
  - Indication of expectations for matric dance yet to take place.
  - Date, day of entry.

OR

3.3 FILING IN A FORM

- Language, tone and register should be formal.
- Candidates must use the Application for a Bursary form provided in Addendum A.
- Candidates must complete ALL DETAILS requested on the form.
- Candidates must detach the form and hand it in with the rest of their answers.

TOTAL SECTION C: 20
GRAND TOTAL: 100
## ENGLISH FIRST ADDITIONAL LANGUAGE P3 (Memo) (SEPTEMBER 2012)

### APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE

### SECTION A: RUBRIC FOR ASSESSING AN ESSAY

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<td>- Content shows</td>
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<td>- Content irrelevant.</td>
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<td>of topic.</td>
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<td>lacks coherence.</td>
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<td>- Few ideas, often</td>
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## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS - FIRST ADDITIONAL LANGUAGE (30 marks)

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<td>-Specialized knowledge of requirements of the text.</td>
<td>-Good knowledge of requirements of the text.</td>
<td>-Fair knowledge of requirements of the text.</td>
<td>-Adequate knowledge of requirements of the text.</td>
<td>-Moderate knowledge of requirements of the text.</td>
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<tr>
<td>-Disciplined writing – learner maintains focus, with minor digressions.</td>
<td>-Disciplined writing – learner maintains focus, with minor digressions.</td>
<td>-Disciplined writing – learner maintains focus, with minor digressions.</td>
<td>-Disciplined writing – learner maintains focus, with minor digressions.</td>
<td>-Writing – learner digresses from topic &amp; difficult to follow.</td>
<td>-Writing – learner digresses, meaning is obscure in places.</td>
<td>-Writing – learner digresses, meaning is obscure in places.</td>
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<tr>
<td>-Text is coherent in content &amp; ideas, with all details supporting the topic.</td>
<td>-Text is coherent in content &amp; ideas, with all details supporting the topic.</td>
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<td>-Evidence of planning &amp;/or drafting has produced a presentable &amp; good text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a presentable &amp; good text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a presentable &amp; good text.</td>
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<td>-Has applied the necessary rules of format/meritorious.</td>
<td>-Has applied the necessary rules of format/meritorious.</td>
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<td>-Has applied the necessary rules of format/meritorious.</td>
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## CONTENT, PLANNING & FORMAT

**20 MARKS**

## LANGUAGE, STYLE & EDITING

**10 MARKS**

- Text is grammatically accurate & well-constructed.
- Vocabulary is mostly appropriate to purpose, audience & context.
- Style, tone and register very appropriate.
- Text virtually error-free following proof-reading, editing.
- Length correct.

- Text is well constructed & easy to read.
- Vocabulary is mostly appropriate to purpose, audience & context.
- Style, tone and register generally appropriate.
- Text contains errors following proof-reading, editing.
- Length correct.

- Text is adequately constructed. Errors do not impede flow.
- Vocabulary is adequate for the purpose, audience & context.
- Style, tone, register adequately appropriate.
- Text contains some errors following proof-reading, editing.
- Length almost correct.

- Text is basically constructed. Several errors.
- Vocabulary is limited & not very suitable for the purpose, audience & context.
- Lapses in style, register.
- Text contains several errors following proof-reading, editing.
- Length – too long/short.

- Text is poorly constructed & difficult to follow.
- Vocabulary requires remediation & not suitable for purpose, audience & context.
- Style, tone & register inappropriate.
- Text error-ridden despite proof-reading, editing.
- Length – too long/short.

- Text is poorly constructed and muddled.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style, tone & register do not correspond with topic.
- Text error-ridden and confused following proof-reading, editing.
- Length – far too long/short.
## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS

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<td>-Specialized knowledge of requirements of text.</td>
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<td>-Elementary knowledge of requirements of the text.</td>
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<td>-No knowledge of requirements of the text.</td>
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<tr>
<td>-Disciplined writing – learner maintains focus, hardly any digressions.</td>
<td>-Disciplined writing – learner maintains focus, hardly any digressions.</td>
<td>-Writing – learner maintains focus, with minor digressions.</td>
<td>-Writing – learner digresses but does not impede overall meaning.</td>
<td>-Writing – learner digresses, meaning vague in places.</td>
<td>-Writing – learner digresses, meaning obscure in places.</td>
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<tr>
<td>-Text fully coherent in content &amp; ideas, and all details support topic.</td>
<td>-Text is coherent in content &amp; ideas with all details supporting the topic.</td>
<td>-Evidence of planning &amp;/or drafting has produced a well-crafted &amp; presentable text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a presentable and good text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a satisfactorily presented text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a moderately presentable &amp; coherent text.</td>
<td>-Has not applied the necessary rules of format.</td>
<td>-Has not applied the necessary rules of format.</td>
</tr>
<tr>
<td>-Evidence of planning &amp;/or drafting has produced a virtually flawless, presentable text.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has applied most of the necessary rules of format.</td>
<td>-Has applied an adequate idea of the requirements of format.</td>
<td>-Has a moderate idea of requirements of the format – some critical oversights.</td>
<td>-No knowledge of requirements of the text.</td>
<td>-No knowledge of requirements of the text.</td>
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<tbody>
<tr>
<td>7 MARKS</td>
<td>6-7</td>
<td>5½-5½</td>
<td>4½</td>
<td>3½-4</td>
<td>3</td>
<td>2½</td>
<td>0-2</td>
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<tr>
<td>-Text is grammatically accurate and well-constructed.</td>
<td>-Text is well constructed and easy to read.</td>
<td>-Text is adequately constructed. Errors do not impede flow.</td>
<td>-Text is basically constructed. Several errors.</td>
<td>-Text is poorly constructed. Several errors.</td>
<td>-Text contains several errors following proof-reading, editing.</td>
<td>-Text error-ridden despite proof-reading, editing.</td>
<td>-Text error-ridden despite proof-reading, editing.</td>
</tr>
<tr>
<td>-Vocabulary is very appropriate to purpose, audience and context.</td>
<td>-Vocabulary is very appropriate to purpose, audience and context.</td>
<td>-Vocabulary is limited and not very suitable for purpose, audience and context.</td>
<td>-Vocabulary requires serious remediation &amp; not suitable for purpose.</td>
<td>-Vocabulary requires serious remediation &amp; not suitable for purpose.</td>
<td>-Lapses in style, tone and register.</td>
<td>-Lapses in style, tone and register.</td>
<td>-Lapses in style, tone and register.</td>
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