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:

- 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. Give credit for relevant ideas.
- 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 = 30 marks
  - Language, style and editing = 15 marks
  - Structure = 5 marks

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric

1.1 The beauty of Christmas/Diwali/Eidal-Fitr/Rosh Hashanah

Narrative/Descriptive/Reflective essay
The following must be considered:

- If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
- 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/emotions.

[50]

1.2 At last ...

Narrative/Descriptive/Reflective essay
The following must be considered:

- If narrative, a strong storyline must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
- 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/emotions.

[50]
1.3 The social media is destroying family life. Do you agree?

Argumentative/Reflective essay
The following must be considered:

- The essay must offer **one distinct opinion**; therefore the essay must either be FOR OR AGAINST the topic given.
- There should be a clear defence/motivation/argument for the position taken.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

1.4 My solution to the drug-abuse problem among the youth

Descriptive/Reflective
The following must be considered:

- 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/emotions.

1.5 “Just know, when you truly want success, you’ll never give up on it. No matter how bad the situation may get.” Anonymous

Discuss this statement.

Discursive/Descriptive/Narrative/Reflective essay
The following must be considered:

- If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented **impartially**.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong story line illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

1.6 Moving with the ever changing world

Descriptive/Reflective

- If descriptive, there must be a vivid description of an incident/experience.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
1.7 Interpretation of pictures

- Candidates may interpret the picture in any way.
- Candidates may choose to write any type of essay.
- The interpretation must be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas, \textit{(among others)} may be explored in response to the pictures:

1.7.1 Picture: electricity light globe

- Literal interpretation: electricity problems, service delivery issues, technology etc.
- Figurative interpretations: enlightenment, progress in life, some breakthrough in life etc. \[50\]

1.7.2 Picture: water tap

- Literal interpretations: water supply problems, drought, service delivery issues etc.
- Figurative interpretations: uninspiring life, deprivation, striking needs in life etc. \[50\]

\textbf{TOTAL SECTION A:} \hspace{1cm} 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 any deviations are addressed by the rubric.

2.1 DIALOGUE

- The tone must be informal
- The following ideas may be explored, among others:
  - A brief scenario (context) must be sketched before the speakers start speaking.
  - The names of 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.
  - Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas may be explored, among others:
  - Principal’s fact-finding mission regarding an incident of lawlessness [30]

2.2 AGENDA AND MINUTES OF MEETING

- The language and register should be appropriate to the audience of the meeting.
- The agenda and minutes should be arranged separately.
- The items in agenda should correlate with those in minutes.
- Minutes should be relevant to the occasion (should address the specific content of meeting).
- A logical and appropriate arrangement of items should be evident.
- Full sentences are not necessary. [30]
2.3 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  o Full name of the deceased
  o Date of birth
  o Date of death
- The following information may also be included:
  o Birth place
  o Where the person was living at the time of death
  o Key survivors
  o Biographical information
- Content should include the following, **among others**:  
  o Promotion of health care services.
  o A tribute must also be paid to the deceased

2.4 FORMAL LETTER

- The letter should be addressed to the local councillor.
- The tone and register should be formal.
- The following aspects of format should be included:
  o Address of sender
  o Date
  o Address of recipient (local councillor)
  o Greeting
  o Subject line
  o Suitable ending
  o Signature
  o Name of sender
- The following information should be included, **among others**:
  o Project outline
  o Explanation on how project will benefit the community.

**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 text should 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 any deviations are addressed by the rubric.

3.1 ADVERTISEMENT

- Persuasive language and catchy phrases should be used.
- Provide adequate information about the product being advertised.
- Promises relating to service to be provided may be included.
- An appeal to purchase the product should be made.
- No marks are awarded for illustrations.

3.2 DIARY ENTRY

- There should be ONE entry.
- The entry must bear a date.
- The tone must be personal.
- The following details about content should be included, among others:
  - Feelings after the assembly address.

3.3 INSTRUCTIONS

- 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 instructive.
- Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary.
- Details about content should include the following, among others:
  - Tips (pieces of advice) on how to prepare for examination.

TOTAL SECTION C: 20
GRAND TOTAL: 100
### SECTION A: RUBRIC FOR ASSESSING ESSAY ADDITIONAL LANGUAGE [50 marks]

- Always use the rubric when marking the creative essay (Paper 3, Section A).
- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

<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>Awareness of purpose, audience and context</td>
<td>Intelligent, thought-provoking and mature ideas.</td>
<td>Fully relevant and interesting.</td>
<td>Ideas are reasonably coherent and convincing.</td>
<td>Unclear ideas and unoriginal</td>
<td>Confused and unfocused ideas.</td>
</tr>
<tr>
<td>30 MARKS</td>
<td>Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.</td>
<td>Ideas with evidence of maturity.</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>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>24–26</td>
<td>18–21</td>
<td>12–14</td>
<td>6–8</td>
<td>0–2</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary highly appropriate to purpose and context</td>
<td>Excellent response but lacks the exceptionally striking qualities of the outstanding essay.</td>
<td>Well-crafted response.</td>
<td>Satisfactory response but some lapses in clarity.</td>
<td>Largely irrelevant response.</td>
<td>No attempt to respond to the topic.</td>
</tr>
<tr>
<td>Awareness of purpose, audience and context</td>
<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>
</tr>
<tr>
<td>Word choice</td>
<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>Some degree of organisation and coherence including introduction, body and conclusion.</td>
<td>Hardly any evidence of organisation and coherence.</td>
<td>Unfocused and muddled.</td>
</tr>
<tr>
<td>Language use and conventions, punctuation, grammar, spelling</td>
<td>14–15</td>
<td>10–11</td>
<td>6–7</td>
<td>2–3</td>
<td>0</td>
</tr>
<tr>
<td>Language and rhetorical effectiveness in tone.</td>
<td>Tone, register, style, 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 not appropriate to purpose, audience and context.</td>
<td>Language incomprehensible</td>
<td>Language incomprehensible</td>
</tr>
<tr>
<td>Virtually error-free in grammar and spelling.</td>
<td>Language confident, exceptionally impressive – compelling and rhetorically effective in tone.</td>
<td>Language is effective and a consistently appropriate tone is used.</td>
<td>Very basic use of language.</td>
<td>Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
<td>Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
</tr>
<tr>
<td>Highly skilfully crafted.</td>
<td>Virtually error-free in grammar and spelling.</td>
<td>Largely error-free in grammar and spelling.</td>
<td>Appropriate use of language to convey meaning.</td>
<td>Vocabulary limitations so extreme as to make comprehension impossible.</td>
<td>Vocabulary limitations so extreme as to make comprehension impossible.</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>13–12</td>
<td>9–8</td>
<td>5–4</td>
<td>1–0</td>
<td></td>
</tr>
<tr>
<td>Paragraph development and sentence construction</td>
<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>Little or no variety in sentence.</td>
<td>Little or no variety in sentence.</td>
</tr>
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<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Logical development of details</td>
<td>Coherent</td>
<td>Relevant details developed.</td>
<td>Some valid points</td>
<td>Necessary points lacking</td>
<td></td>
</tr>
<tr>
<td>Excellent development of topic</td>
<td>Sentences, paragraphs well-constructed</td>
<td>Sentences, paragraphs logical, varied</td>
<td>Sentences and paragraphs faulty</td>
<td>Sentences and paragraphs faulty</td>
<td></td>
</tr>
<tr>
<td>Exceptional detail</td>
<td>Essay still makes some sense</td>
<td></td>
<td>Essay still makes sense despite flaws.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences, paragraphs exceptionally well-constructed</td>
<td></td>
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</tbody>
</table>

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### SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16–18</td>
<td>13–15</td>
<td>9–12</td>
<td>6–8</td>
<td>0–5</td>
</tr>
<tr>
<td>CONTENT PLANNING AND FORMAT</td>
<td>(Response and ideas) Organization of ideas for planning Purpose, audience and features/conventions and context</td>
<td>- 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</td>
<td>- 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.</td>
<td>- Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies.</td>
<td>- 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. - Has vaguely applied necessary rules of format - Some critical oversights.</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
</tr>
<tr>
<td>Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling</td>
<td>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.</td>
<td>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</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - Meaning seriously obscured</td>
</tr>
</tbody>
</table>
## SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT ADDITIONAL LANGUAGE [20 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (9-12)</th>
<th>Skilful (7-8)</th>
<th>Moderate (5-6)</th>
<th>Elementary (3-4)</th>
<th>Inadequate (0-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT PLANNING AND FORMAT</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 is obscure with major digressions.</td>
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<tr>
<td></td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas.</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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<td>- Writing maintains focus</td>
<td>- Highly elaborated and all details support the topic</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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<td>- Coherence in content and ideas.</td>
<td>- Appropriate and accurate format</td>
<td>- Generally appropriate format but with some inaccuracies.</td>
<td>- Has vaguely applied necessary rules of format</td>
<td>- Has not applied necessary rules of format.</td>
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<td>- Appropriate and accurate format</td>
<td>- Appropriate format with minor inaccuracies.</td>
<td>- Appropriate format with few inaccuracies.</td>
<td>- Some critical oversights.</td>
<td>- Some critical oversights.</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>- Tone, register, style, 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 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>- 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>
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<td>- Mostly free of errors.</td>
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