This memorandum 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 with 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 ways in which the topics can 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 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 the rubric itself imposes penalties.

1.1 My beautiful dream

Narrative/Descriptive/Reflective essay

- If narrative, a 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 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.

1.2 Oh! No …

Narrative/Descriptive/Reflective essay

- If narrative, a strong story line must be evident in which a series of events leads to a negative outcome. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
1.3 The fear/fears I have

Narrative/Descriptive/Reflective essay

- 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 descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

1.4 The new South Africa offers a better life for a few people.

Argumentative/Reflective/Discursive/Descriptive 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.
- If reflective, the candidate must still take a stance for or against the topic.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear.

1.5 “A [gardener] must take responsibility for what he cultivates; he must mind his work … preserve (keep) what can be preserved and eliminate what cannot succeed.” – Nelson Mandela

Discursive/Reflective/Argumentative/Descriptive essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the essay should reflect emotional reactions and feelings experienced by the candidate.
- 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 candidate’s opinion.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.
1.6 **My solution to the problems caused by social networking.**

Narrative/Descriptive/Reflective/Discursive essay

- 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 descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate 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. [50]

1.7 **Interpretation of pictures**

- The candidate may interpret the picture in any way.
- The candidate may choose to write ANY type of essay.
- The interpretation must be linked to the pictures.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.
- The following ideas, among others, may be explored in response to the pictures:

1.7.1 **Picture: A person’s hand**

- Literal interpretations: e.g. the work of hands/extending a hand of help, etc.
- Abstract interpretations: e.g. giving to others as a gesture of kindness/caring for the poor and destitute, etc. [50]

1.7.2 **Picture: Two rings for human finger**

- Literal interpretations: e.g. fashion sense/engagement/wedding etc.
- Abstract interpretations: e.g. love/unity/eternity, marriage, partnerships etc. [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 assessment 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 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register should be informal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/salutation
  - Suitable ending
  - Name of sender

The following should be included in the letter, among others:
- Wishing a friend well after getting driver’s licence AND advice on road safety.

2.2 INTERVIEW

- A brief scenario (context) must be sketched before the speakers start speaking.
- The dialogue format must be used.
- The interview must be between a learner and a sports person/star.
- Stage directions (tone of voice, actions etc.) in brackets before the spoken words, if applicable.
- The tone must be formal.
- The questions must be probing and to the point.
- The names/title/designation of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.
- The following may be explored, among others:
  - Reference to sports issues as relating to the learner.
  - Reference to strengths and other ambitions in sport should be mentioned.
  - Questions should be relevant to the learner’s performance in sport.
  - Suitable answers should be provided.
2.3 MINUTES OF A MEETING

- There should be an agreement between the agenda and minutes.
- Register and tone should be formal.
- Complete sentences are not a striking necessity.
- Items should be numbered.
- The following should be explored, among others:
  - Clear reference to speakers and respective seconders.
  - Resolutions arrived at should be clearly indicated as such.
  - The content of the minutes should relate to proposals relating to improvements to the school buildings and grounds.

2.4 OBITUARY

- 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:
  - Brief biographical information
  - Key survivors
  - The deceased’s promotion of his/her community’s welfare
- Tribute must be paid to the deceased.

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 FLYER

- The following information should be included in the flyer, among others:
  - Catchy words and phrases should be used.
  - Sufficient details about the items sold should be mentioned.
  - The language used should capture the interest of readers.
  - Contact details may be provided.
  - No marks are awarded for illustrations.

3.2 DIARY ENTRY

- There should be TWO entries.
- Each entry must bear a date.
- The tone must be personal.
- There should be reflection on feelings BEFORE and AFTER the organisation of the entertainment programme.

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.
- Instructions should give tips on how to deal with bullying in the context of school.

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><strong>CONTENT AND PLANNING</strong> (Response and ideas)</td>
<td></td>
<td></td>
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<tr>
<td>Organisation of ideas for planning</td>
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<tr>
<td>Upper level</td>
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<tr>
<td>- Outstanding/Striking response beyond normal expectations.</td>
<td>- Very well-crafted response.</td>
<td>- Satisfactory response.</td>
<td>- Inconsistently coherent response.</td>
<td>- Totally irrelevant response.</td>
<td>-</td>
</tr>
<tr>
<td>- Intelligent, thought-provoking and mature ideas</td>
<td>- Ideas are reasonably coherent and convincing.</td>
<td></td>
<td>- Unclear ideas and unoriginal</td>
<td>- Confused and unfocused ideas.</td>
<td>-</td>
</tr>
<tr>
<td>- Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.</td>
<td>- Very well organised and coherent (connected) including introduction, body and conclusion/ending.</td>
<td></td>
<td>- Little evidence of organisation and coherence.</td>
<td>- Vague and repetitive.</td>
<td>- Unorganised and incoherent.</td>
</tr>
<tr>
<td>Lower level</td>
<td>24–26</td>
<td>18–21</td>
<td>12–14</td>
<td>6–8</td>
<td>0–2</td>
</tr>
<tr>
<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>
<td></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></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>- 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>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong> Tone, register, style, vocabulary appropriate to purpose and context</td>
<td></td>
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</tr>
<tr>
<td>Word choice</td>
<td>14–15</td>
<td>10–11</td>
<td>6–7</td>
<td>2–3</td>
<td>0</td>
</tr>
<tr>
<td>Upper level</td>
<td></td>
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</tr>
<tr>
<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 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></td>
</tr>
<tr>
<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>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
<td>- Tone is inappropriate.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
<td></td>
</tr>
<tr>
<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>- Rhetorical devices used to enhance content.</td>
<td>- Very basic use of language.</td>
<td></td>
</tr>
<tr>
<td>- Highly skilfully crafted.</td>
<td>- Very well crafted.</td>
<td>- Tone generally appropriate and limited use of rhetorical devices.</td>
<td>- Tone and diction are inappropriate.</td>
<td>- Tone and diction are inappropriate.</td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td>13–12</td>
<td>9–8</td>
<td>5–4</td>
<td>1–0</td>
<td>0</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>- Language incomprehensible</td>
<td></td>
</tr>
<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>- Little or no variety in sentence.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
<td></td>
</tr>
<tr>
<td>- Skilfully crafted.</td>
<td>- Few errors in grammar and spelling.</td>
<td>- Appropriate use of language to convey meaning.</td>
<td>- Exceptionally limited vocabulary.</td>
<td>- Vocabulary limitations so extreme as to make comprehension impossible</td>
<td></td>
</tr>
<tr>
<td><strong>STRUCTURE</strong> Features of text Paragraph development and sentence construction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5 MARKS</td>
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<tr>
<td>- Excellent development of topic</td>
<td>- Logical development of details</td>
<td>- Relevant details developed</td>
<td>- Some valid points</td>
<td>- Necessary points lacking</td>
<td></td>
</tr>
<tr>
<td>- Exceptional detail</td>
<td>- Coherent Sentences, paragraphs logical, varied</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences and paragraphs faulty</td>
<td>- Sentences and paragraphs faulty</td>
<td></td>
</tr>
<tr>
<td>Paragraphs exceptionally well-constructed</td>
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</tbody>
</table>

MARKS RANGE 40–50 30–39 20–29 10–19 0–9
# 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><strong>CONTENT PLANNING AND FORMAT</strong></td>
<td>16–18</td>
<td>13–15</td>
<td>9–12</td>
<td>6–8</td>
<td>0–5</td>
</tr>
<tr>
<td>(Response and ideas) Organisation 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.</td>
<td>- Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. Very few details support the topic. - Has not applied necessary rules of format.</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong></td>
<td></td>
<td></td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</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 highly appropriate to purpose, audience and context. - 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 is obscured.</td>
</tr>
<tr>
<td><strong>MARKS RANGE</strong></td>
<td>24–30</td>
<td>18–23</td>
<td>14–17</td>
<td>6–11</td>
<td>0–5</td>
</tr>
</tbody>
</table>
# SECTION C: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT ADDITIONAL LANGUAGE [20 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 PLANNING AND FORMAT</strong></td>
<td>9-12</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>0-2</td>
</tr>
<tr>
<td>(Response and ideas)</td>
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<tr>
<td>Organisation of ideas for planning</td>
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</tr>
<tr>
<td>Purpose, audience and features/conventions and context</td>
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<td><strong>12 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>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas, very well elaborated and details support the 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. Very few details support the topic.</td>
<td></td>
</tr>
<tr>
<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>- Has not applied necessary rules of format.</td>
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<tr>
<td>- Coherence in content and ideas.</td>
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<tr>
<td>- Highly elaborated and all details support the topic</td>
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<tr>
<td>- Appropriate and accurate format.</td>
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</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong></td>
<td>7-8</td>
<td>5-6</td>
<td>4</td>
<td>3</td>
<td>0-2</td>
</tr>
<tr>
<td>Tone, register, style, purpose, effect, audience and context</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>
<td></td>
</tr>
<tr>
<td>Language use and conventions.</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>
<td></td>
</tr>
<tr>
<td>Word choice.</td>
<td>- Virtually error-free.</td>
<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
<td></td>
</tr>
<tr>
<td>Punctuation, spelling</td>
<td></td>
<td></td>
<td>- Errors do not impede meaning.</td>
<td>- Meaning is obscured.</td>
<td></td>
</tr>
<tr>
<td><strong>8 MARKS</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>MARKS RANGE</strong></td>
<td>24-30</td>
<td>18-23</td>
<td>14-17</td>
<td>6-11</td>
<td>0-5</td>
</tr>
</tbody>
</table>

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