MARKS: 100

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:

- 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 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: 
- 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 Who am I?

Narrative/Descriptive/Reflective essay

- If narrative, a storyline 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.

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

1.2 That was it and I just ...

Narrative/Descriptive/Reflective essay

- If narrative, the essay must have a strong storyline and an interesting ending. 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.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type.
1.3 Being irresponsible makes people lose out in life.

Argumentative/Discursive/Reflective/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 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 convey emotional reactions and feelings the learner experiences/experienced.
- If descriptive, the learner should create the 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.

1.4 The beauty of believing in yourself

Narrative/Descriptive/Reflective essay
- If narrative, a strong storyline 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.

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

1.5 ‘Nothing worth having in life comes without effort.’ – John C Maxwell

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 learner 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 learner 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.
1.6 An amazing achievement

Narrative/Descriptive/Reflective Essay

- If narrative, a strong storyline 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.

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 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 A picture of stairs

- Literal interpretations: e.g. climbing up, going down, ascending to success etc.
- Abstract interpretations: e.g. rising from the ashes, achieving success, retrogression etc.

1.7.2 A picture of a zebra

- Literal interpretations: e.g. wildlife, the big five, the animal kingdom etc.
- Abstract interpretations: e.g. beauty of nature, the environment, animal welfare etc.

TOTAL SECTION A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

INSTRUCTIONS TO MARKERS:

- Learners 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 learners 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 TO THE PRESS

A letter expressing concerns about environmental destruction
- Acceptable variations of format must be allowed.
- The letter should be addressed to the editor of the Daily Dispatch.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient (editor of Daily Dispatch)
  - Address of Daily Dispatch
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender

2.2 CURRICULUM VITAE (CV) AND COVERING LETTER

A covering letter for a job application
- The curriculum vitae (CV) should be short and relevant to the job applied for.
- The letter should be addressed to the manager of a marketing company.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient (Manager of marketing company)
  - Address of recipient
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
2.3 INFORMAL REPORT

A report about the successes and challenges of the women and child abuse awareness campaign
- The report must have:
  - A topic
  - A sender
  - Date
  - The format is informal but the language should be formal.
  - Slang or colloquial language is unacceptable.

2.4 SPEECH

A speech to wish a learner well for a sports competition
- 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:

- Learners 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 learners 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:  
- 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 INVITATION CARD

An invitation to honour the elderly people
- The following aspects of format must be included:
  - The name of the occasion
  - Date, venue and time
  - Type of function should be clear
- Language should be formal and suitable for the context.
- Full sentences are not necessary.
- Do not award marks for drawings and illustrations.

3.2 DIARY ENTRY

The learner's feelings before and after the interview
- There should be TWO entries.
- The entries should be written in the first person.
- Each entry must bear a date/time.
- The tone must be personal.

3.3 INSTRUCTIONS

Instructions on protective measures against social networking crimes/cyber crime
- 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.
- Complete sentences are not necessary.
- Instructions should be logical.

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 AND PLANNING (Response and ideas)</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT AND PLANNING (Response and ideas)</td>
<td>28–30</td>
<td>23–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
<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>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose/audience 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>Word choice</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>Language use and conventions, punctuation, grammar, spelling 15 MARKS</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>STRUCTURE</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0–1</td>
</tr>
<tr>
<td>Features of text</td>
<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>
</tr>
<tr>
<td>Exceptional detail</td>
<td>- Exceptional detail</td>
<td>- Coherent</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences and paragraphs faulty</td>
<td>- Sentences and paragraphs faulty</td>
</tr>
<tr>
<td>Sentences, paragraphs exceptionally well-constructed</td>
<td>- Sentences, paragraphs logical, varied</td>
<td>- Essay still makes some sense</td>
<td>- Essay still makes sense despite flaws.</td>
<td>- Essay still makes sense despite flaws.</td>
<td>- Essay still makes sense despite flaws.</td>
</tr>
</tbody>
</table>

**MARKS RANGE**

<table>
<thead>
<tr>
<th>40–50</th>
<th>30–39</th>
<th>20–29</th>
<th>10–19</th>
<th>0–9</th>
</tr>
</thead>
</table>
### 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>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT PLANNING AND FORMAT</strong></td>
<td>15–18</td>
<td>11–14</td>
<td>8–10</td>
<td>5–7</td>
<td>0–4</td>
</tr>
<tr>
<td>(Response and ideas)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organisation of ideas for planning</td>
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</tr>
<tr>
<td>Purpose, audience and features/conventions and context</td>
<td></td>
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</tr>
<tr>
<td><strong>18 MARKS</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong></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</td>
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<tr>
<td>Language use and conventions</td>
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</tr>
<tr>
<td>Word choice</td>
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</tr>
<tr>
<td>Punctuation, spelling</td>
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</tr>
<tr>
<td><strong>12 MARKS</strong></td>
<td>25–30</td>
<td>19–23</td>
<td>14–17</td>
<td>9–12</td>
<td>0–7</td>
</tr>
</tbody>
</table>

**MARKS RANGE**
## SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (10-12)</th>
<th>Skilful (8-9)</th>
<th>Moderate (6-7)</th>
<th>Elementary (4-5)</th>
<th>Inadequate (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT PLANNING AND FORMAT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Response and ideas)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Organisation of ideas for planning</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>Purpose, audience and features/conventions and context</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>
</tr>
<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.Very few details support the topic.</td>
</tr>
<tr>
<td></td>
<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>- Has vaguely applied necessary rules of format.</td>
</tr>
<tr>
<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>- Has vaguely applied necessary rules of format</td>
<td>- Has not applied necessary rules of format.</td>
</tr>
<tr>
<td></td>
<td>- Appropriate and accurate format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong></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 less appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
</tr>
<tr>
<td>Tone, register, style, purpose/effect, audience and context</td>
<td>- Grammatically accurate and well-constructed</td>
<td>- Generally grammatically accurate and well-constructed</td>
<td>- Some grammatical errors</td>
<td>- Error-ridden and confused</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td>Language use and conventions.</td>
<td>- Virtually error-free.</td>
<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabularly not suitable for purpose</td>
</tr>
<tr>
<td>Word choice</td>
<td></td>
<td>- Mostly free of errors.</td>
<td>- Errors do not impede meaning.</td>
<td>- Meaning is obscured.</td>
<td>- Meaning seriously obscured</td>
</tr>
<tr>
<td>Punctuation, spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>