This memorandum consists of 10 pages.
INSTRUCTIONS AND INFORMATION

- This memorandum has been finalized at a memorandum discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.

- 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.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Consider the background of the candidate and 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 attached rubric:
  
  o Content and planning (32 marks)
  o Language, style and editing (12 marks)
  o Structure (6 marks)

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

1.1 I am an old desk in a classroom and this is my story ...

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
1.2 Write an essay that includes the following words:

Suddenly there was absolute silence ...

NOTE: The words given in the topic MUST be included somewhere in the essay.

Narrative/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what caused the silence.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

[50]

1.3 The scene in the waiting area of a clinic OR a doctor's surgery

Descriptive/Narrative/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings regarding the scene.

[50]

1.4 Things I would like to achieve by the time I turn 30 years old

Reflective/Descriptive

- If reflective, the essay must reflect dreams or aspirations and convey feelings or emotions.
- If descriptive, it must describe the aspirations/goals in detail.

[50]

1.5 Today young people are influenced more by their friends than by their parents. Do you agree?

Argumentative/Reflective

- 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 writer must still take a stance for or against the topic. The essay must convey a personal response to the issue.

[50]
1.6 **Freedom of choice has both advantages and disadvantages. Discuss this statement.**

Discursive

- The essay must be objective. It must give a balanced view of both sides of the argument.
- The writer 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.

1.7 **Life with my neighbours**

Descriptive/Narrative/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description of the neighbours clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what life with the neighbours is like.
- If reflective, the essay should convey emotional reactions and feelings regarding the neighbours.

1.8 **Interpretation of pictures**

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

1.8.1 Picture: Watch
The candidate may interpret the picture in the following ways, among others:

- Literal interpretations: Punctuality, fashion, oversleeping, etc.
- Figurative interpretations: The passage of time, turning back time, keeping up with the times, history, time is money, etc.

1.8.2 Picture: Father with baby
The candidate may interpret the picture in the following ways, among others:

- Literal interpretations: Caring for a baby, reversal of gender roles, multi-tasking when Mom is ill, single parenthood, etc.
- Figurative interpretations: Contentment in the family environment, removing stereotypes, coping with difficult situations, quality time, etc.

**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. Consider the background of the candidates and 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 attached rubric:
  o Content, planning and format (20 marks)
  o Language, style and editing (10 marks)

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

2.1 FORMAL LETTER

Applying for a bursary

• The letter should be addressed to The Manager: Human Resources.
• The tone and register of the letter should be formal.
• The following aspects of format should be included:
  o Address of sender
  o Date
  o Address of recipient
  o Greeting/Salutation
  o Subject line
  o Suitable ending
  o Signature and name of sender
• The candidate must give details on his/her intended career.
• The candidate must motivate why he/she deserves the bursary.

2.2 OBITUARY

A well-known person in the community has passed away.

• The tone of the obituary must be gentle/euphemistic/tactful.
• The name and surname of the deceased must be mentioned.
• The cause of death may be mentioned.
• Details of the person’s contribution to charity and community involvement must be mentioned.
• Details of funeral service and other arrangements are optional.
2.3  MEMORANDUM

Suggestions for saving water and electricity

- The following aspects of format should be included:
  - Name of school
  - Recipients
  - Sender
  - Date
  - Subject/heading
  - Signature and name of sender
- The tone may be formal or semi-formal.
- The content must be simple, concise and clear with no salutations.

2.4  INTERVIEW

Interview for the position of administrative assistant

- The dialogue format must be used.
- The dialogue must be between the municipal manager and the applicant.
- 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.

TOTAL SECTION B: 30
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and 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:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

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

3.1 FORMAL INVITATION

Prize-giving function

- The following aspects of format must be included:
  - Date, venue and time
  - Type of function should be clear
  - Mention of the guest speaker should be made
- Language should be formal and suited to the context.
- Full sentences are not necessary

3.2 DIARY ENTRIES

The candidate's feelings about the examinations

- Each entry should be dated
- The diary should be written in the first person
- The tone must reflect suitable emotions such as anxiety and relief
- Full sentences are not necessary

3.3 DIRECTIONS

Directions to your house

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including at least one reference to distance, a turn and a landmark as mentioned in the question.
- No marks are awarded for sketches or maps.

TOTAL SECTION C: 20
GRAND TOTAL: 100
## SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50)

<table>
<thead>
<tr>
<th>Code 7: Outstanding (80 – 100%)</th>
<th>Code 6: Meritorious (70 – 79%)</th>
<th>Code 5: Substantial (60 – 69%)</th>
<th>Code 4: Adequate (50 – 59%)</th>
<th>Code 3: Moderate (40 – 49%)</th>
<th>Code 2: Elementary (30 – 39%)</th>
<th>Code 1: Not achieved (0 – 29%)</th>
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<tr>
<td>26–32</td>
<td>22½ – 25½</td>
<td>19½–22</td>
<td>16–18</td>
<td>13–15½</td>
<td>10–12½</td>
<td>0–9½</td>
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<td><strong>CONTENT &amp; PLANNING</strong> (32 MARKS)</td>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong> (12 MARKS)</td>
<td><strong>STRUCTURE</strong> (6 MARKS)</td>
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<td>- Content shows impressive insight into topic. - Ideas thought-provoking, mature. - Planning &amp;/or drafting has produced a virtually flawless, excellent essay.</td>
<td>- Critical awareness of impact of language. - Language, punctuation used effectively. - Figurative language used. - Choice of words highly appropriate. - Style, tone, register highly suited to topic. - Virtually error-free following proofreading &amp; editing.</td>
<td>- Coherent development of topic. - Vivid detail. - Sentences, paragraphs coherently constructed. - Length in accordance with requirements of topic.</td>
<td>- Language shows good interpretation of topic. - Ideas imaginative, interesting. - Planning &amp;/or drafting has produced a well-crafted &amp; very good essay.</td>
<td>- Content shows a sound interpretation of the topic. - Ideas interesting, convincing. - Planning &amp;/or drafting has produced a presentable essay.</td>
<td>- Content shows an adequate interpretation of topic. - Ideas ordinary, lacking depth. - Planning &amp;/or drafting has produced a satisfactorily presented essay.</td>
<td>- Content not always clear, lacks coherence. - Few ideas, often repetitive. - Inadequate evidence of planning/drafting. Essay not well presented.</td>
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<td>10–12</td>
<td>8½–9½</td>
<td>7½–8</td>
<td>6–7</td>
<td>5–5½</td>
<td>4–4½</td>
<td>0–3½</td>
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<td>- Critical awareness of impact of language. - Language, punctuation correct; able to include figurative language correctly. - Choice of words varied &amp; correctly used. - Style, tone, register appropriately suited to topic. - Largely error-free following proofreading, editing.</td>
<td>- Critical awareness of language evident. - Language &amp; punctuation mostly correct. - Choice of words suited to text. - Style, tone, register suited to topic in most of the essay. - By and large error-free following proofreading, editing.</td>
<td>- Several relevant details developed. - Sentences, paragraphs logical, varied. - Length correct.</td>
<td>- Some awareness of impact of language. - Language simplistic, punctuation adequate. - Choice of words adequate. - Style, tone, register generally consistent with topic requirements. - Still contains errors following proofreading, editing.</td>
<td>- Limited critical awareness of language. - Language ordinary &amp; punctuation often inaccurately used. - Choice of words basic. - Style, tone register lacking in coherence. - Contains several errors following proofreading, editing.</td>
<td>- Language &amp; punctuation flawed. - Choice of words limited. - Style, tone, register inappropriate. - Error-ridden despite proofreading, editing.</td>
<td>- Language &amp; punctuation seriously flawed. - Choice of words inappropriate. - Style, tone, register flawed in all aspects. - Error-ridden &amp; confused following proofreading, editing.</td>
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[From: Examination Guidelines: Languages Paper 2 – January 2009]
SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

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<td>10–11½</td>
<td>8–9½</td>
<td>6–7½</td>
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**CONTENT, PLANNING & FORMAT**
(20 MARKS)
- Specialised knowledge of requirements of the text.
- Disciplined writing – learner maintains thorough focus, no digressions.
- Text fully coherent in content & ideas & all details support the topic.
- Evidence of planning &/or drafting has produced a virtually flawlessly presentable text.
- Has applied all the necessary rules of format/outstanding.
- Good knowledge of requirements of the text.
- Disciplined writing – learner maintains focus, hardly any digressions.
- Text is coherent in content & ideas, with all details supporting the topic.
- Evidence of planning &/or drafting has produced a well-crafted, presentable text.
- Has applied most of the necessary rules of format/meritorious.
- Fair knowledge of requirements of the text.
- Writing – learner maintains focus, with minor digressions.
- Text is coherent in content & ideas, and details support the topic.
- Evidence of planning &/or drafting has produced a presentable & good text.
- Has applied most of the necessary rules of format/substantial.
- Adequate knowledge of requirements of the text.
- Writing – learner digresses from topic but does not impede overall meaning.
- Text adequately coherent in content & ideas & some details support the topic.
- Evidence of planning &/or drafting has produced a satisfactorily presented text.
- Has applied an adequate idea of the requirements of format.
- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.
- Writing – learner digresses, meaning is vague in places.
- Text moderately coherent in content & ideas and has basic details which support the topic.
- Evidence of planning &/or drafting has produced a moderately presentable & coherent text.
- Has a moderate idea of requirements of format – some critical oversights.
- Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.
- Writing – learner digresses, meaning is obscure in places.
- Text not always coherent in content & ideas, and has few details which support the topic.
- Inadequate planning &/or drafting. Text not well presented.
- Has vaguely applied the necessary rules of format.

**LANGUAGE, STYLE & EDITING**
(10 MARKS)
- Text is grammatically accurate & well constructed.
- Vocabulary is very appropriate to purpose, audience & context.
- Style, tone, register very appropriate.
- Text virtually error-free following proof-reading, editing.
- Length correct.
- Text is well constructed & easy to read.
- Vocabulary is appropriate to purpose, audience & context.
- Style, tone and register generally appropriate.
- Text mostly error-free following proof-reading, editing.
- Length correct.
- Text is well constructed & easy to read.
- Vocabulary is appropriate for the purpose, audience & context.
- Style, tone, register adequately appropriate.
- Text mostly error-free following proof-reading, editing.
- Length almost correct.
- Text is basically constructed. Several errors do not impede flow.
- Vocabulary is adequate for the purpose, audience & context.
- Lapses in style.
- 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 proofreading, 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 TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL LANGUAGE (20)

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<td>8–9</td>
<td>6½–7½</td>
<td>5½–6</td>
<td>4–5</td>
<td>0–3½</td>
</tr>
</tbody>
</table>

**CONTENT, PLANNING & FORMAT**

(13 MARKS)

- Specialised knowledge of requirements of text.
- Disciplined writing – learner maintains thorough focus, no digressions.
- Text fully coherent in content & ideas, and all details support topic.
- Evidence of planning &/or drafting has produced a virtually flawless, presentable text.
- Has applied all the necessary rules of format.

**LANGUAGE, STYLE & EDITING**

(7 MARKS)

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

- Text is well constructed and easy to read.
- Vocabulary is mostly appropriate to purpose, audience and context.
- Style, tone and register mostly appropriate.
- Text largely error-free following proof-reading, editing.
- Length correct.

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

- Text is adequately constructed. Errors do not impede flow.
- Vocabulary is limited and not very suitable for purpose, audience and context.
- Style, tone and register adequately appropriate.
- Text still contains some errors following proofreading, editing.
- Length almost correct.

- Text contains several errors following proofreading and editing.
- Length too short.

- Text is poorly constructed and difficult to follow.
- Vocabulary requires some remediation and not suitable for purpose, audience and context.
- Style, tone and register inappropriate.
- Text contains several errors following proofreading and editing.
- Length too long/short.

- Text is poorly constructed and muddled.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style, tone and register do not correspond with topic.
- Text error-ridden and confused following proofreading, editing.
- Length – far too long/short.