These marking guidelines consist of 12 pages.
INSTRUCTIONS AND INFORMATION

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.
- The ideas listed below the topics are only some ways in which the topic could 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 assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

NOTE:
- Adhere to the length of between 250 and 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  Everything was going according to plan when ...

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If descriptive, the writer should create a picture in words using 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.
1.2 'We can change the world and make it a better place. It is in your hands to make a difference.' – Nelson Mandela

Reflective/Argumentative/Discursive/Narrative

- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If narrative, the essay must have a strong storyline and an interesting ending.

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

1.3 Hidden treasure

Descriptive/Narrative/Reflective

- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong storyline and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type.
1.4 'Go for it now. The future is promised to no-one.' – Dr Wayne Dyer

Reflective/Argumentative/Discursive/Narrative

• If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
• 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 his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
• If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
• If narrative, the essay must have a strong story line and an interesting ending.

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

1.5 You do not need someone else's approval to feel good about yourself.

Argumentative/ Discursive/Reflective

• If argumentative, the essay must convey a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
• If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
• If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.

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

**Descriptive/Narrative/Reflective**

- If descriptive, the candidate should create a picture in words using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type. [50]

1.7 **Interpretation of pictures**

The candidate:
- must give the essay a suitable title.
- may interpret the pictures in any way, relevant to the picture.
- may choose to write any type of essay, relevant to the picture.
- must link the interpretation to the picture.
- may write in any appropriate tense.

1.7.1 **Picture: Computer**

**Narrative/Descriptive/Reflective/Argumentative/Discursive**

- Figurative interpretations: the effects of technology on our lives, modern life, the world of work. [50]

1.7.2 **Picture: Lion**

**Narrative/Descriptive/Reflective/Argumentative/Discursive**

- Literal interpretations: lions as an endangered species, king of the jungle, wildlife.
- Figurative interpretations: survival of the fittest, law of the jungle, power, fear. [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:
  o Content, planning and format (18 marks)
  o Language, style and editing (12 marks)

NOTE:
• Adhere to the length of between 120 and 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 DIALOGUE

A conversation between siblings.

• A brief context must be provided at the beginning of the dialogue.

The dialogue must be between the siblings.
• The tone must be informal.
• The following aspects of the dialogue format must be included:
  o The names of the speakers written on the left side of the page.
  o A colon after the name of the character who is speaking.
  o A new line to indicate each new speaker.
  o Where necessary, actions must be given in brackets before the words are spoken.

2.2 OBITUARY

A learner has recently passed away.

• The tone must be formal.
• The following aspects of format must be included:
  o Full name of the deceased
  o Date of birth
  o Date of death
  o Birthplace
  o Where the person was living at the time of death
  o Key survivors (e.g. parents, siblings) and their names
• The following information may be included:
  o Date, time and place of funeral
  o Biographical information
  o Cause of death.

• The obituary must pay tribute to the deceased.
2.3 NEWSPAPER ARTICLE

An article for a community newspaper.

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The style should be personal, addressing the reader.
- The language may be formal.
- The article should be stimulating to the reader/encourage the reader to recycle.
- The article must provide the reader with suggestions on how residents can recycle at home.

2.4 FORMAL LETTER

Complaint to the manager.

- Allow for acceptable variations of the format, e.g. addresses.
- The letter must be addressed to the manager of the store.
- The tone and register of the letter must be formal.
- The letter must include an introduction, a body and a conclusion.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The Manager
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The following information must be included in the letter, among others:
  - Details about the purchase of the garment
  - Dissatisfaction with the service

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:

- Adhere to the length of between 80 and 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 FLYER

Service to the elderly

- The following aspects should be included in the flyer, among others:
  - Eye-catching headline or slogan
  - Catchy words and phrases
  - Sufficient details of services offered
  - Contact details of the person offering the service
- The language may be formal or informal but not slang or colloquial.

NOTE: Do NOT award marks for illustrations or drawings.

3.2 DIARY ENTRIES

The candidate’s feelings BEFORE and AFTER informing his/her family of the decision taken.

- There MUST be TWO diary entries with two different dates/times.
- The entries must express the candidate’s feelings before and after informing his/her family.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.
3.3 **DIRECTIONS**

Directions to the clinic

- The directions may be in either point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct chronological order.
- Approximate distance, turns and landmarks must be included.

**NOTE:** Do NOT award marks for illustrations. [20]

| TOTAL SECTION C: | 20 |
| GRAND TOTAL:     | 100 |
## ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

### CONTENT & PLANNING

<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>(Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>- Outstanding/Striking response beyond normal expectations</td>
<td>- Intelligent, thought-provoking and mature ideas</td>
<td>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Satisfactory response</td>
<td>- Inconsistently coherent response</td>
</tr>
<tr>
<td><strong>30 MARKS</strong></td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
</tbody>
</table>

### LANGUAGE, STYLE & EDITING

<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>Tone, register, style, vocabulary appropriate to purpose, audience and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
<td>- Language is effective and a consistently appropriate tone is used</td>
<td>- Adequate use of language with some inconsistencies</td>
<td>- Language incomprehensible</td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
</tr>
<tr>
<td><strong>15 MARKS</strong></td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
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</table>

### STRUCTURE

<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>Features of text; Paragraph development and sentence construction</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><strong>5 MARKS</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0–1</td>
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# ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST 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 &amp; 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>- Outstanding response beyond normal</td>
<td>- Very good response demonstrating good</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>Organisation of ideas</td>
<td>expectations</td>
<td>knowledge of features of the type of text</td>
<td>knowledge of features of the type of text</td>
<td>knowledge of features of the type of text</td>
<td>of the type of text</td>
</tr>
<tr>
<td>for planning;</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 obscure with major digressions</td>
</tr>
<tr>
<td>Purpose, audience,</td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas, very well elaborated and details support 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</td>
</tr>
<tr>
<td>features/conventions and context</td>
<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>- Very few details support the topic</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>- Necessary rules of format vaguely applied</td>
<td>- Necessary rules of format not applied</td>
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<tr>
<td></td>
<td>- Highly elaborated and all details support the topic</td>
<td></td>
<td></td>
<td>- Some critical oversights</td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; 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,</td>
<td>- Tone, register, style and vocabulary highly</td>
<td>- Tone, register, style and vocabulary</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 not suitable for purpose</td>
</tr>
<tr>
<td>purpose/effect,</td>
<td>appropriate to purpose, audience and context</td>
<td>very appropriate to purpose, audience and context</td>
<td>less appropriate to purpose, audience and context</td>
<td>less appropriate to purpose, audience and context</td>
<td>and context</td>
</tr>
<tr>
<td>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>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td>Language use and</td>
<td>- Virtually error-free</td>
<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
</tr>
<tr>
<td>conventions;</td>
<td></td>
<td>- Mostly free of errors</td>
<td>- Errors do not impede meaning</td>
<td>- Meaning obscured</td>
<td>and context</td>
</tr>
<tr>
<td>Word choice;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Meaning seriously impaired</td>
</tr>
<tr>
<td>Punctuation and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>spelling</td>
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<td></td>
</tr>
<tr>
<td><strong>MARK RANGE</strong></td>
<td>25–30</td>
<td>19–23</td>
<td>14–17</td>
<td>9–12</td>
<td>0–7</td>
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### ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST 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 &amp; FORMAT</strong></td>
<td>- Outstanding response beyond normal expectations &lt;br&gt; - Intelligent and mature ideas &lt;br&gt; - Extensive knowledge of features of the type of text &lt;br&gt; - Writing maintains focus &lt;br&gt; - Coherence in content and ideas &lt;br&gt; - Highly elaborated and all details support the topic &lt;br&gt; - Appropriate and accurate format</td>
<td>- Very good response demonstrating good knowledge of features of the type of text &lt;br&gt; - Maintains focus – no digressions &lt;br&gt; - Coherent in content and ideas, very well elaborated and details support topic &lt;br&gt; - Appropriate format with minor inaccuracies</td>
<td>- Adequate response, demonstrating knowledge of features of the type of text &lt;br&gt; - Not completely focused &lt;br&gt; - Reasonably coherent in content and ideas &lt;br&gt; - Some details support the topic &lt;br&gt; - Generally appropriate format but with some inaccuracies</td>
<td>- Basic response, demonstrating some knowledge of features of the type of text &lt;br&gt; - Some focus but writing digressions &lt;br&gt; - Not always coherent in content and ideas &lt;br&gt; - Few details support the topic &lt;br&gt; - Necessary rules of format vaguely applied &lt;br&gt; - Some critical oversights</td>
<td>- Response reveals no knowledge of features of the type of text &lt;br&gt; - Meaning obscure with major digressions &lt;br&gt; - Not coherent in content and ideas &lt;br&gt; - Very few details support the topic &lt;br&gt; - Necessary rules of format not applied</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context &lt;br&gt; - Grammatically accurate and well-constructed &lt;br&gt; - Virtually error-free</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context &lt;br&gt; - Generally grammatically accurate and well-constructed &lt;br&gt; - Very good vocabulary &lt;br&gt; - Mostly free of errors</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context &lt;br&gt; - Some grammatical errors &lt;br&gt; - Adequate vocabulary &lt;br&gt; - Errors do not impede meaning</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context &lt;br&gt; - Inaccurate grammar with numerous errors &lt;br&gt; - Limited vocabulary &lt;br&gt; - Meaning obscured</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context &lt;br&gt; - Error-ridden and confused &lt;br&gt; - Vocabulary not suitable for purpose &lt;br&gt; - Meaning seriously impaired</td>
</tr>
</tbody>
</table>

**MARK RANGE**

<table>
<thead>
<tr>
<th></th>
<th>17–20</th>
<th>13–15</th>
<th>10–11</th>
<th>7–8</th>
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