This memorandum consists of 9 pages.
INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language 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 topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 to mark the essays.

1.1 When I woke up, I was so disappointed that it was only a dream.

- Narrative essay.
- The candidates may mention, **among others:**
  - the details of the dream
  - what was so good about the dream
  - why he/she was so disappointed to realise it was only a dream. [40]

1.2 After that incident, I learnt that friends are not always right.

- Narrative essay.
- The candidate may mention, **among others:**
  - previous experiences with friends
  - what influence the friends had
  - what the bad experience was
  - what the new resolutions concerning friends are. [40]

1.3 A perfect day

- Descriptive essay.
- The candidate may describe, **among others:**
  - the setting: where and when the day was enjoyed
  - who was part of the experience
  - the actual experience
  - what made the experience so perfect. [40]
1.4 My favourite season of the year and why I like it so much.

- Descriptive essay.
- The candidate may describe, **among others**:
  - the season he/she loves
  - the beautiful things associated with the season
  - why this season is better than other seasons. [40]

1.5 Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- The interpretation should be linked directly to the pictures.

1.5.1 The candidate may write about, **among others**:
  - music as a universal language
  - African beats on a drum
  - young musicians
  - talents/skills
  - entertainment.

1.5.2 The candidate may write about, **among others**:
  - nature conservation
  - the beauty of nature
  - peace and tranquillity
  - the sounds of nature
  - dangerous/threatening aspects of waterfalls.

1.5.3 The candidate may write about, **among others**:
  - the importance of reading
  - the role of a father
  - the joys of parenting
  - childhood memories
  - girl children at the office.

1.5.4 The candidate may write about, **among others**:
  - interdependence/co-existence
  - the female species
  - taming animals
  - unusual relationships
  - wildlife as a tourist attraction. [40]

**TOTAL SECTION A:** 40
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 8 to mark the responses in this section.

2.1 INFORMAL LETTER

- The letter should be addressed to a friend.
- The letter should be written in paragraphs.
- The tone and register of the letter should be informal.
- The following aspects could be included:
  - a description of the problem the candidate faced
  - what kind of help was needed
  - how the friend responded
  - the candidate’s feelings of appreciation
- The following information should be included in the letter:
  - address of sender
  - date
  - greeting/salutation
  - suitable ending
  - name/signature

2.2 FORMAL LETTER

- The letter should be addressed to the Store Manager.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of format should be included:
  - address of sender
  - address of recipient
  - date
  - greeting/salutation
  - subject line
  - suitable ending
  - signature and printed name of sender
- The candidate may mention, among others:
  - the reasons why he/she needs the job
  - his/her abilities/skills related to the job
  - times when he/she is available.
2.3 DIALOGUE

- The following aspects of **format** should be included:
  - name of each speaker
  - colon after name of each speaker throughout the dialogue.
- The candidate should indicate, **among others**:
  - the kind of music that he/she listens to
  - reasons for the parent’s/guardian’s unhappiness
  - the candidate’s view/attitude
  - the generation gap
  - any resolutions/compromises reached. [20]

2.4 BOOK REVIEW

- The following details should be included:
  - the title
  - the author
- The following aspects may be included, **among others**:
  - the setting
  - the characters
  - the plot
  - the themes
  - (the price)
  - recommendations [20]

**TOTAL SECTION B:** 20
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate’s own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1 INVITATION

- The following details should be provided, **among others:**
  - names of the parents/guardians
  - purpose of the invitation
  - venue for the party
  - date and time of the party
  - name and contact details of the sender

**NOTE:** Do not award marks for drawings or illustrations.  [20]

3.2 DIRECTIONS

- The directions given must include the following:
  - three landmarks, e.g. church, supermarket, fuel station, etc.
  - two intersections, e.g. four-way stop, traffic lights, stop streets, etc.
- Directions should be written in point form.
- Each point should contain a verb.
- Points should follow each other logically.  [20]

3.3 FLYER

- Candidates should include the following, **among others:**
  - the name of the event
  - purpose of the event
  - date and time
  - venue
  - entry fee
  - artists/bands
  - security

**NOTE:** Do not award marks for drawings or illustrations.  [20]

**TOTAL SECTION C:** 20

**GRAND TOTAL:** 80
### SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80–100%</td>
<td>70–79%</td>
<td>60–69%</td>
<td>50–59%</td>
<td>40–49%</td>
<td>30–39%</td>
<td>0–29%</td>
</tr>
</tbody>
</table>

#### CONTENT & PLANNING

**28 MARKS**

- Content shows impressive understanding of topic.
- Ideas thought-provoking, mature.
- Planning &/or drafting has produced a presentable essay.

- Content shows thorough interpretation of topic.
- Ideas imaginative, interesting.
- Planning &/or drafting has produced a fairly presentable essay.

- Content shows a sound interpretation of the topic.
- Ideas interesting, convincing.
- Planning &/or drafting has produced a reasonably presentable essay.

- Content shows an adequate interpretation of the topic.
- Ideas interesting, coherent.
- Planning &/or drafting has produced an acceptably presentable essay for SAL.

- Content not always clear, lacks coherence.
- Ideas mostly relevant. Repetitive.
- Planning &/or drafting has produced a moderately presentable & coherent essay for SAL.

- Content not always clear, lacks coherence.
- Very few ideas, often repetitive.
- Inadequate evidence of planning/drafting. Essay not well presented.

#### LANGUAGE, STYLE & EDITING

**7 MARKS**

- Evidence of critical language awareness.
- Language, punctuation thoroughly controlled.
- Uses appropriate figurative language.
- Choice of words is all appropriate.
- Style accurately reflects topic through choice of words.
- Largely error-free following proofreading & editing.

- Some critical language awareness.
- Language, punctuation reasonably controlled; able to use appropriate figurative language.
- Choice of words mostly appropriate.
- Style appropriately reflects topic through choice of words.
- Error-free to an extent following proofreading, editing.

- Limited critical language awareness.
- Language & punctuation mostly correct.
- Choice of words fairly limited but suited to text.
- Style reasonably appropriate & suits topic requirements.
- Reasonably error-free following proofreading, editing.

- Some awareness of impact of language.
- Language somewhat simplistic, punctuation adequate.
- Choice of words somewhat limited but adequately suited to topic.
- Style somewhat consistent with topic requirements.
- Contains several errors following proofreading, editing.

- Language limited & punctuation flawed.
- Choice of words basic & limited.
- Style lacking in coherence & not suited to topic.
- Contains several errors following proofreading, editing.

- Language & punctuation seriously flawed.
- Choice of words muddled & confused.
- Style flawed in all aspects.
- Error-ridden & confused following proofreading, editing.

#### STRUCTURE

**5 MARKS**

- Coherent development of topic. Vivid detail.
- Sentences, paragraphs all appropriately constructed conveying meaning clearly.
- Length correct.

- Logical development of details. Coherent.
- Sentences, paragraphs appropriately constructed & meaning is clear.
- Length correct.

- Few relevant details developed.
- Sentences, paragraphs reasonably constructed in most cases & meaning is quite clear.
- Length correct.

- Some points, necessary details evident.
- Sentences, paragraphs consistent in construction but overall meaning is maintained.
- Length almost correct.

- Sometimes off topic. General line of thought difficult to follow.
- Sentences, paragraphs lack basic construction for meaning.
- Length – too long/short.

- Off topic.
- Sentences, paragraphs muddled, inconsistent.
- Length – far too long/short.
## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0–4</td>
<td>4½–5½</td>
<td>6–6½</td>
<td>7–8</td>
<td>8½–9½</td>
<td>10–11</td>
<td>11½–14</td>
</tr>
<tr>
<td>-No knowledge of requirements of text. -Writing – digresses, meaning obscure in most places. -Not coherent in content &amp; ideas, has very few details which support topic. -Inadequate planning and/or drafting. Very poorly presented text. -Has not applied necessary rules of format.</td>
<td>-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in many places. -Not always coherent in content &amp; ideas, has few details which support topic. -Limited evidence of planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format.</td>
<td>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Moderately coherent in content &amp; ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentable text for SAL. -Has a moderate idea of requirements of format – some obvious oversights.</td>
<td>-Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Adequately coherent in content &amp; ideas, some details support topic. -Evidence of planning and/or drafting has produced an acceptable text for SAL. -Has adequately applied the necessary rules of format.</td>
<td>-Good knowledge of requirements of text. -Learner maintains focus, hardly any digressions. -Text is fairly coherent in content and ideas, and topic has details supporting the text. -Evidence of planning and/or drafting has produced a fairly presentable and coherent text. -Has applied the necessary rules of format well.</td>
<td>-Very good knowledge of requirements of the text. -Learner maintains focus on topic, no digressions. -Content and ideas coherent, text has details supporting the topic. -Evidence of planning and/or drafting has produced a very presentable text.</td>
<td></td>
</tr>
</tbody>
</table>

### CONTENT, PLANNING & FORMAT (14 MARKS)

- For an Outstanding (80–100%) score, the text should be well constructed and accurately presented, with no obvious oversights in planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a fairly presentable and coherent text. Has applied the necessary rules of format well.

- For a Meritorious (70–79%) score, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a fairly presentable and coherent text. Has applied most of the necessary rules of format.

- For a Substantial (60–69%) score, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a presentable and coherent text. Has applied the necessary rules of format.

- For an Adequate (50–59%) score, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced an acceptable text for SAL. Has adequately applied the necessary rules of format.

- For a Moderate (40–49%) score, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a moderately presentable text for SAL. Has a moderate idea of requirements of format – some obvious oversights.

- For an Elementary (30–39%) score, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a moderately presentable text for SAL. Has a moderate idea of requirements of format – some critical oversights.

- For a Not achieved (0–29%) score, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a very presentable text. Has not applied necessary rules of format.

### LANGUAGE, STYLE & EDITING (6 MARKS)

- For a score of 5–6, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a moderately presentable text for SAL. Has a moderate idea of requirements of format – some obvious oversights.

- For a score of 4½, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced an acceptable text for SAL. Has adequately applied the necessary rules of format.

- For a score of 4, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a moderately presentable text for SAL. Has a moderate idea of requirements of format – some critical oversights.

- For a score of 3–3½, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced an acceptable text for SAL. Has adequately applied the necessary rules of format.

- For a score of 2½, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a moderately presentable text for SAL. Has a moderate idea of requirements of format – some critical oversights.

- For a score of 2, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a moderately presentable text for SAL. Has a moderate idea of requirements of format – some critical oversights.

- For a score of 0–1½, the text should be well constructed and accurately presented, with some evidence of planning and/or drafting. The text should be reasonably coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a very presentable text. Has not applied necessary rules of format.
# SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80–100%</td>
<td>70–79%</td>
<td>60–69%</td>
<td>50–59%</td>
<td>40–49%</td>
<td>30–39%</td>
<td>0–29%</td>
</tr>
<tr>
<td>11½–14</td>
<td>10–11</td>
<td>8½–9½</td>
<td>7–8</td>
<td>6–6½</td>
<td>4½–5½</td>
<td>0–4</td>
</tr>
</tbody>
</table>

## CONTENT, PLANNING & FORMAT (14 MARKS)

- Very good knowledge of requirements of the text.
  - Learner maintains focus on topic, no digression.
  - Content and ideas coherent, text has details supporting the topic.
  - Evidence of planning and/or drafting has produced a very presentable text.
  - Good knowledge of requirements of text.
  - Learner maintains focus, hardly any digressions.
  - Text is fairly coherent in content and ideas, and topic has details supporting the text.
  - Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.
  - Has applied the necessary rules of format well.
- Adequate knowledge of requirements of text.
- Learner maintains focus with minor digressions.
- Text is reasonably coherent in content and ideas.
- Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.
- Has applied most of the necessary rules of format.
  - Adequately coherent in content and ideas, some details support topic.
  - Evidence of planning and/or drafting has produced an acceptable text for SAL.
  - Has adequately applied the necessary rules of format.
- Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.
- Writing – digresses but does not impede overall meaning.
- Adequately coherent in content & ideas, some details support topic.
- Evidence of planning and/or drafting has produced a moderately presentable text for SAL.
- Has a moderate idea of requirements of format – some obvious oversights.
- Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.
- Writing – digresses, meaning obscure in most places.
- Not always coherent in content & ideas, has few details which support topic.
- Limited evidence of planning and/or drafting. Text not well presented.
- Has vaguely applied necessary rules of format.

## LANGUAGE, STYLE & EDITING (6 MARKS)

- Has applied all the necessary rules of format.
  - Text is mostly grammatically accurate and well constructed.
  - Vocabulary mostly appropriate to purpose, audience and context.
  - Style mostly appropriate.
  - Text mostly error-free following proof-reading and editing.
  - Length correct.
- Well constructed & fairly accurate.
  - Vocabulary is fairly appropriate to purpose, audience & context.
  - Style mostly appropriate.
  - Text fairly error-free following proof-reading & editing.
  - Length correct.
- Adequately constructed. Errors do not impede flow.
  - Vocabulary appropriate to purpose, audience & context.
  - Style, fairly appropriate.
  - Reasonably error-free following proof-reading & editing.
  - Length almost correct.
- Moderately coherent in content & ideas, some details support topic.
  - Evidence of planning and/or drafting has produced a moderately presentable text for SAL.
  - Has a moderate idea of requirements of format – some critical oversights.
- Poorly constructed & difficult to follow.
  - Vocabulary requires some remediation & not suitable for purpose, audience & context.
  - Style hardly corresponds with topic.
  - Mostly error-ridden despite proofreading, editing.
  - Length – too long/short.
- Very difficult to follow.
  - Vocabulary requires serious remediation & not suitable for purpose.
  - Style does not correspond with topic.
  - Error-ridden and very confusing following proofreading, editing.
  - Length – far too long/short.

Copyright reserved