These marking guidelines consist of 10 pages.
INSTRUCTIONS AND INFORMATION

These marking guidelines 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:
  o Content and planning (30 marks)
  o Language, style and editing (15 marks)
  o Structure (5 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 I own my future.

Reflective/Descriptive/Narrative

• If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
• If descriptive, the candidate 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 and an interesting ending.

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

1.2 As I entered the room …

Narrative/Descriptive/Reflective

• If narrative, the essay must have a strong story line and an interesting ending.
• If descriptive, the candidate 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.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.3  What a celebration!

Reflective/Narrative/Descriptive

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past and the present tense. The essay must have an interesting ending.
- If descriptive, the candidate 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.

1.4  We can save this planet by turning waste into wealth.

Argumentative/Discursive/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 discursive, the arguments for and against must be well-balanced and clearly presented in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective, the candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

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

1.5  The mystery was finally solved.

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 experienced by the writer.
- If descriptive, the candidate 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.
1.6 We live in a world where people care too much about material possessions.

Argumentative/Discursive/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 discursive, the arguments for and against must be well-balanced and clearly presented in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If reflective, the candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

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

1.7 Interpretation of pictures

The candidate:

- Should give the essay a suitable title.
- May interpret the pictures in any way.
- May choose to write any type of essay, provided it is in direct relation to the picture chosen.
- May write in any appropriate tense.

1.7.1 Picture: A person with headphones

- Literal interpretations: listening to music, using technology, youth.
- Figurative interpretations: the world of music, escape into a world of your own.

1.7.2 Picture: Friends/Technology

- Literal interpretations: relationships, importance of friends, memorable moments, use of cellphones.
- Figurative interpretations: caring, harmony, trust, advancement in technology.

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: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 DIALOGUE

A conversation between two friends

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

The dialogue must be between two friends.

• The tone must be informal.
• The speaker must convince his/her friend.
• 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 used after the name of the character who is speaking
  o A new line used to indicate each new speaker
  o Where necessary, actions must be given in brackets before the words are spoken.

2.2 FRIENDLY LETTER

A letter of appeal to your neighbour to reduce the volume of the music.

• The tone and register of the letter should be friendly yet firm and informal.
• The candidate must express his/her displeasure.
• The following aspects of format must be included:
  o Address of sender
  o Greeting/Salutation
  o Suitable ending
2.3 REPORT (PERSONAL RECOUNT)

A report on an incident of bullying

- The tone and register of the report must be formal.
- The following aspects of format must be included:
  - A topic
  - A recipient
  - A sender
- The following information must also be included:
  - A context
  - An account of the events that took place
  - A closing statement

2.4 OBITUARY

An obituary of a favourite aunt

- The tone must be formal.
- The following aspects of format must be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information must also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors
  - Date, time and place of funeral
  - Biographical information
- A 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 attached rubric:
  o Content, planning and format (12 marks)
  o Language, style and editing (8 marks)

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

3.1 FORMAL INVITATION

To the teacher

• The following aspects of format must be included:
  o Date, venue and time
  o Type of function should be clear
• Language should be formal and suited to the context.
• Full sentences are not necessary.
• Do NOT award marks for illustrations. [20]

3.2 DIARY ENTRIES

The candidate's feelings BEFORE and AFTER moving house

• There MUST be TWO diary entries with two different dates/times.
• The entries should express the candidate's feelings before and after the family moved house.
• The diary entries should be written in the first person.
• The language should be simple and informal.
• The tone must reflect emotions suited to the topic. [20]

3.3 INSTRUCTIONS

How to use a cellphone to:

• Switch the cellphone on and off
• Make a call
• Send a text message.
• The instructions may be in point or paragraph form.
• Instructions must be in a logical sequence for each of the mentioned functions. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
### ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 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 &amp; PLANNING</strong></td>
<td><strong>28–30</strong></td>
<td><strong>22–24</strong></td>
<td><strong>16–18</strong></td>
<td><strong>10–12</strong></td>
<td><strong>4–6</strong></td>
</tr>
<tr>
<td>(Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>- Outstanding/Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Very well-crafted response - Fully relevant and interesting ideas with evidence of maturity - Well organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ending</td>
<td>- Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence</td>
<td>- Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td><strong>25–27</strong></td>
<td><strong>19–21</strong></td>
<td><strong>13–15</strong></td>
<td><strong>7–9</strong></td>
<td><strong>0–3</strong></td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling</td>
<td>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Mature and intelligent ideas - Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</td>
<td>- Well-crafted response - Relevant and interesting ideas - Well organised and coherent (connected), including introduction, body and conclusion</td>
<td>- Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion</td>
<td>- Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence</td>
<td>- No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled</td>
</tr>
<tr>
<td><strong>Structural development</strong></td>
<td><strong>14–15</strong></td>
<td><strong>11–12</strong></td>
<td><strong>8–9</strong></td>
<td><strong>5–6</strong></td>
<td><strong>0–3</strong></td>
</tr>
<tr>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context - Language confident, exceptionally impressive - Compelling and rhetorically effective in tone - Virtually error-free in grammar and spelling - Very skilfully crafted</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context - Language is effective and a consistently appropriate tone is used - Largely error-free in grammar and spelling - Very well crafted</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Tone is appropriate - Rhetorical devices used to enhance content</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context - Very basic use of language - Tone and diction are inappropriate - Very limited vocabulary</td>
<td>- Language incomprehensible - Tone, register, style and vocabulary not appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible</td>
<td></td>
</tr>
<tr>
<td><strong>FEATURES OF TEXT</strong></td>
<td><strong>10–12</strong></td>
<td><strong>8–9</strong></td>
<td><strong>5–6</strong></td>
<td><strong>0–3</strong></td>
<td></td>
</tr>
<tr>
<td>- Language excellent and rhetorically effective in tone - Virtually error-free in grammar and spelling - Skilfully crafted</td>
<td>- Language engaging and generally effective - Appropriate and effective tone - Few errors in grammar and spelling - Well crafted</td>
<td>- Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices</td>
<td>- Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGAGEMENT</strong></td>
<td><strong>5–4</strong></td>
<td><strong>3–2</strong></td>
<td><strong>0–1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<td>- Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed</td>
<td>- Logical development of details - Coherent - Sentences, paragraphs logical, varied</td>
<td>- Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes sense</td>
<td>- Some valid points - Sentences and paragraphs faulty - Essay still makes some sense</td>
<td>- Necessary points lacking - Sentences and paragraphs faulty - Essay does not sense</td>
</tr>
</tbody>
</table>
ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
<thead>
<tr>
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<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>
</tbody>
</table>
| **Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context** | -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 | -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 | -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 | -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
-Necessary rules of format vaguely applied
-Some critical oversights | -Response reveals no knowledge of features of the type of text
-Meaning obscure with major digressions
-Not coherent in content and ideas
-Very few details support the topic
-Necessary rules of format not applied |
| **LANGUAGE, STYLE & EDITING**     | 10–12       | 8–9     | 6–7      | 4–5        | 0–3        |
| **Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling** | -Tone, register, style and vocabulary highly appropriate to purpose, audience and context
-Grammatically accurate and well-constructed
-Virtually error-free | -Tone, register, style and vocabulary very appropriate to purpose, audience and context
-Generally grammatically accurate and well-constructed
-Very good vocabulary
-Mostly free of errors | -Tone, register, style and vocabulary appropriate to purpose, audience and context
-Some grammatical errors
-Adequate vocabulary
-Errors do not impede meaning | -Tone, register, style and vocabulary less appropriate to purpose, audience and context
-Inaccurate grammar with numerous errors
-Limited vocabulary
-Meaning obscured | -Tone, register, style and vocabulary do not correspond to purpose, audience and context
-Error-ridden and confused
-Vocabulary not suitable for purpose
-Meaning seriously impaired |
### ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

<table>
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</tr>
<tr>
<td>Response and ideas; Organisation of ideas; 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 - Necessary rules of format vaguely applied - Some critical oversights</td>
<td>- Response reveals no knowledge of features of the type of text - Meaning obscure with major digressions - Not coherent in content and ideas - Very few details support the topic - Necessary rules of format not applied</td>
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<td>4</td>
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<td>0–2</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context - Generally 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 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 seriously impaired</td>
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