These marking guidelines consist of 12 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:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

NOTE:
- Adhere to the length of between 150–200 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 That was my favourite day at school.

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line and an ending that captures the reader’s attention.
- 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 the writer has experienced.

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

[50]
1.2 **I have never been so disappointed in my life.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an ending that captures the reader’s attention.
- If reflective, the essay should convey emotional reactions and feelings the writer has experienced.
- 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 any other type of essay or one which contains elements of more than one type. [50]

1.3 **For every dark night, there is a brighter day.**

Discursive/Argumentative/Reflective

- If discursive, the arguments for and against must be well-balanced and clearly analysed 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 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 essay should convey emotional reactions and feelings the writer has experienced.

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

1.4 **Trees**

Descriptive/Reflective/Narrative

- 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 the writer has experienced.
- If narrative, the essay must have a strong story line and an ending that captures the reader’s attention.

**NOTE:** A candidate may write any other type of essay or one which contains elements of more than one type. [50]
1.5 **If we do not keep up with technology, we risk being left behind.**

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 any other type of essay or one which contains elements of more than one type.

1.6 ‘I never lose. I either win or learn.’ – Nelson Mandela.

Discursive/Argumentative/Reflective/Narrative/Descriptive

- 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 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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.
- If narrative, the essay must have a strong story line and an ending that captures the reader's attention.
- 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.
1.7 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 child and a dog

- Literal interpretations: pets, caring for dogs.
- Figurative interpretations: trust, protection, true friendship. [50]

1.7.2 Picture: City buildings

- Literal interpretations: architecture, transport, urban life.
- Figurative interpretations: overpopulation, rat race, economy. [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:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

NOTE:

- Adhere to the length of between 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

A formal letter to the school counsellor.

- Allow for acceptable variations of format (format).
- The letter should be addressed to a school counsellor.
- The tone and register of the letter should be formal.
- The letter should have an introduction, body and conclusion.

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender

- The learner must give details of his/her enquiry.

[30]
2.2 DIALOGUE

A dialogue between a teacher and a learner.

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

The dialogue must be between the teacher and a learner.

- The tone must be formal.
- The learner must give reasons for coming late.
- The following aspects of the dialogue format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon used after the name of the character who is speaking.
  - A new line used to indicate each new speaker.
- Where necessary, actions must be given in brackets. [30]

2.3 SPEECH

- 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:
  - Purpose.
  - Audience.
- The introduction must attract attention.
- Points must be well developed.
- A conclusion must be included. [30]

2.4 BOOK REVIEW

- The review must include the following:
  - The title of the book.
  - The name of the author.
- The review must contain a brief discussion of:
  - The setting
  - Characterisation
  - Style of writing
  - The plot: outline of the story
  - Judgement and recommendation. [30]

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:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

NOTE:
- Adhere to the length of between 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 ADVERTISEMENT

An advertisement for the sale of vegetables.

- The advertisement should:
  - Have a catchy headline to attract the reader’s attention.
  - Create interest in and desire for the vegetables.
  - Have the following details: types of vegetables, cost involved and contact details.
  - Inspire action.
- The target market should be clear.
- The language may be formal or informal but not slang or colloquial.

NOTE: Do not award marks for illustrations.

3.2 DIARY ENTRIES

The candidate’s feelings BEFORE and AFTER participating in a debating competition.

- There MUST be TWO diary entries with two different dates/times.
- One entry must express the candidate’s feelings before participating in the debate and one entry must express the candidate’s feelings after the debate.
- 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.
3.3 DIRECTIONS

Directions from a local hall to the stadium.

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks.
- No marks are awarded for sketches or maps.

TOTAL SECTION C: 20
GRAND TOTAL: 100
<table>
<thead>
<tr>
<th>ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]</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>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>&lt; 4</td>
</tr>
<tr>
<td>(Response and ideas)</td>
<td>- Outstanding/Striking response beyond normal expectations</td>
<td>- Very well-crafted response</td>
<td>- Satisfactory response</td>
<td>- Inconsistently coherent response</td>
<td>- Totally irrelevant response</td>
</tr>
<tr>
<td>Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>- Intelligent, thought-provoking and mature ideas</td>
<td>- Ideas are reasonably coherent and convincing</td>
<td>- Unclear ideas and unoriginal</td>
<td>- Confused and unfocused ideas</td>
<td></td>
</tr>
<tr>
<td>30 MARKS</td>
<td>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</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>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>25–27</td>
<td>19–21</td>
<td>13–15</td>
<td>7–9</td>
<td>0–3</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</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>Upper level</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>Lower level</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><strong>STRUCTURE</strong></td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<td>- Tone, register, style and 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 appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</td>
<td>- Language incomprehensible</td>
</tr>
<tr>
<td>Lower level</td>
<td>- Language confident, exceptionally impressive</td>
<td>- Language is effective and a consistently appropriate tone is used</td>
<td>- Appropriate use of language to convey meaning</td>
<td>- Very basic use of language</td>
<td>- Tone and diction are inappropriate</td>
</tr>
<tr>
<td><strong>15 MARKS</strong></td>
<td>- Compelling and rhetorically effective in tone</td>
<td>- Largely error-free in grammar and spelling</td>
<td>- Tone is appropriate</td>
<td>- Very limited vocabulary</td>
<td>- Very limited vocabulary</td>
</tr>
<tr>
<td>- Virtually error-free in grammar and spelling</td>
<td>- Very skilfully crafted</td>
<td>- Rhetorical devices used to enhance content</td>
<td>- Inconsistent use of language with some inconsistencies</td>
<td>- Little or no variety in sentence</td>
<td>- Vocabulary limitations so extreme as to make comprehension impossible</td>
</tr>
<tr>
<td>- Skilfully crafted</td>
<td>- Essay still makes sense</td>
<td>- Essay still makes sense</td>
<td>- Sentence, paragraphs well-constructed</td>
<td>- Essay does not make sense</td>
<td></td>
</tr>
<tr>
<td><strong>5 MARKS</strong></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>- Coherent</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences and paragraphs faulty</td>
<td>- Sentences and paragraphs faulty</td>
<td>- Essay does not make sense</td>
</tr>
<tr>
<td>- Sentences, paragraphs exceptionally well-constructed</td>
<td>- Sentences, paragraphs logical, varied</td>
<td>- Essay still makes sense</td>
<td>- Essay still makes some sense</td>
<td>- Essay does not make sense</td>
<td></td>
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</tbody>
</table>
### ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
<thead>
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<th>Criteria</th>
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<th>Inadequate</th>
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<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 |
| **MARK RANGE**                  | 25–30       | 19–23   | 14–17    | 9–12       | 0–7        |

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## ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
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<td>- Meaning obscure with major digressions</td>
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