These marking guidelines consist of 11 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

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

1.1 That memory will remain with me forever.

- Narrative/Descriptive/Reflective
- The following must be considered:
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.2 Sometimes dreams become a reality.

- Descriptive/Narrative/Reflective
- The following must be considered:
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If descriptive, there must be a vivid literal or figurative description of dreams. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.

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

1.3 Write a story that includes the following words: If only ...

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

- Narrative/Descriptive/Reflective
- The following must be considered:
  - If narrative, a strong story line must be evident in which a series of events leads to the realisation of 'If only ...'. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay. [50]
1.4 South Africa – a land of cultural diversity

- Descriptive/Narrative/Reflective/Discursive
- The following must be considered:
  - If descriptive, there must be a vivid literal or figurative description. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

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

1.5 Reality television programmes have a positive impact on the youth. Do you agree?

- Argumentative
- The following must be considered:
  - The essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given.
  - There should be a clear defence/motivation/argument for the position taken.
  - The conclusion should be a strong, clear and convincing statement of the writer's opinion. [50]

1.6 Teenagers should play a more active role in caring for the environment. Discuss this statement.

- Discursive/Descriptive/Reflective/Narrative
- The following must be considered:
  - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.
  - If descriptive, there must be a vivid literal or figurative description of the role that teenagers should play in caring for the environment. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
  - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense. The essay is usually written in the past tense.

NOTE: A candidate may write an essay which contains elements of more than one type of essay. [50]
1.7 **Interpretation of pictures**

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

1.7.1 **Literal interpretations: e.g.**
- e.g. use of cellphones/texting/social media, etc.
- Figurative interpretations: e.g. evolving relationships/anti-social behaviour/addiction, etc.  [50]

1.7.2 **Literal interpretations: e.g.**
- e.g. climbing a ladder/playing games, etc.
- Figurative interpretations: e.g. aspirations/the power of imagination/escape from reality, etc.  [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: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 FORMAL LETTER

• The letter should be addressed to a businessman.
• 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 Salutation
  o Subject line
  o Suitable ending
  o Signature
  o Name of sender

2.2 OBITUARY

• 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
• The following information must also be included:
  o Birthplace
  o Where the person was living at the time of death
  o Key survivors (spouse, children) and their names
  o Date, time and place of funeral
• A tribute must be paid to the deceased.
2.3 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:
  - Setting
  - Characterisation
  - Style of writing
  - Plot: outline of the story
- Judgement and recommendation [30]

2.4 INFORMAL SPEECH

- The tone should be informal.
- The introduction of the speech should attract attention.
- The content of the speech should be well-developed.
- The conclusion is important. [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: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 FLYER
- The following information should be included in the flyer, among others:
  - eye-catching headline or slogan
  - catchy words and phrases should be used.
  - sufficient details of the event (e.g. date, venue, time and entrance fees).
  - contact details.
- The language may be formal or informal but not slang or colloquial.

NOTE: Do not award marks for illustrations.

3.2 DIARY ENTRIES
- There MUST be TWO diary entries.
- Each entry must be dated.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must be personal and should reflect suitable emotions.

3.3 DIRECTIONS
- 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
## ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

### Criteria

<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>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
<tr>
<td>(Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>Upper level</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 -Very 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>
</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>Lower level</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>
</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>Upper level</td>
<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 not appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary</td>
</tr>
<tr>
<td><strong>MARK RANGE</strong></td>
<td>43–50</td>
<td>33–40</td>
<td>23–30</td>
<td>13–20</td>
<td>0–10</td>
</tr>
</tbody>
</table>

Copyright reserved
# 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>CONTENT, PLANNING &amp; FORMAT</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; Organisation of ideas for planning; Purpose, audience, features/conventions and context</td>
<td>-Outstanding response beyond normal expectations</td>
<td>-Very good response demonstrating good knowledge of features of the type of text</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>Tone, register, style, purpose/effect, audience 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</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>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
</tr>
<tr>
<td>MARK RANGE</td>
<td>25–30</td>
<td>19–23</td>
<td>14-17</td>
<td>9-12</td>
<td>0–7</td>
</tr>
</tbody>
</table>
## ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 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>10–12</td>
<td>8-9</td>
<td>6-7</td>
<td>4-5</td>
<td>0-3</td>
</tr>
<tr>
<td>Response and ideas; Organisation of ideas; Features/conventions and context</td>
<td>- Outstanding response beyond normal expectations</td>
<td>- Very good response demonstrating good knowledge of features of the type of text</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>12 MARKS</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></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></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>
</tr>
<tr>
<td></td>
<td>- Highly elaborated and all details support the topic</td>
<td>- Adequate and accurate format</td>
<td>- Inadequate format with some inaccuracies</td>
<td>- Some critical oversights</td>
<td>- Some critical oversights</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>7-8</td>
<td>5-6</td>
<td>4</td>
<td>3</td>
<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</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>- Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
</tr>
<tr>
<td>8 MARKS</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></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><strong>MARK RANGE</strong></td>
<td>17–20</td>
<td>13–15</td>
<td>10–11</td>
<td>7–8</td>
<td>0–5</td>
</tr>
</tbody>
</table>