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 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:

- Adhere to the length of between 250 and 300 words as prescribed in the CAPS document. However, should the maximum word count be exceeded, refer to the First Additional Language Examination Guidelines Grade 12, 2021.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 I wish I had known …

Narrative/Reflective/Descriptive/Discursive/Argumentative

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

NOTE: A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.
1.2 **A habit I would like to change**

Descriptive/Narrative/Reflective/Discursive/Argumentative

- 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 the writer's/candidate's reactions and feelings.
- 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.

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

1.3 **Even a small star shines in the dark.**

Reflective/Discursive/Argumentative/Descriptive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 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.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic. [50]
1.4 **One generation plants a tree, the next generation enjoys the shade.**

Discursive/Argumentative/Descriptive/Reflective/Narrative

- 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 descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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, relevant to the topic.

1.5 **'Do not raise your voice; increase your argument.'** – Desmond Tutu

Argumentative/Discursive/Reflective/Narrative/Descriptive

- 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 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 reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the candidate 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, relevant to the topic.
Interpretation of pictures

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

1.6 Picture: Girl chasing balloon

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: running, playfulness
- Figurative interpretations: chasing happiness, escaping reality [50]

1.7 Picture: Hand with hearts

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: giving/receiving love, falling in love
- Figurative interpretations: self-love, family care [50]

1.8 Picture: Dog

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: pets, dogs
- Figurative interpretations: companionship, security [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 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 LETTER TO THE PRESS

Letter to the editor

- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- The following aspects of format must be included:
  - Address of sender
  - Address of the recipient
  - Date
  - Greeting/Salutation
  - Subject line
  - Suitable ending
- The candidate must point out the wrong information and provide the facts about the sports match.

2.2 OBITUARY

Your mother's best friend has passed away.

- The tone must be formal.
- The following aspects of format must be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (e.g. spouse, children) and their names
  - Date, time and place of funeral
  - A tribute to the deceased
- The following information may be included:
  - Biographical information
  - Cause of death
2.3 REPORT

Report to the school principal

- The tone must be formal.
- The register and content must suit the purpose of the report.
- The report is usually written in the past tense.
- It should be written in the first or the third person.
- There should be a closing statement that may include elaboration.
- The following information should be included in the report, among others:
  - Setting the scene or establishing context (e.g. place, date, time)
  - A factual and chronological/logical account of the leadership workshop

2.4 DIALOGUE

A conversation between a parent and a child

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

The dialogue must be between a parent and a child.

- The tone must be informal.
- The following aspects of the dialogue format must be included:
  - The names of the speakers or references to the speakers written on the left side of the page
  - A colon after the name of the character who is speaking
  - A new line to indicate each new speaker

Where necessary, actions must be given in brackets before the words are spoken.

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 INVITATION

Invitation to a graduation party for the mother and the brother

- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.

- The following aspects of format must be included:
  - Name of invitee
  - Date
  - Venue
  - Time

- The following aspects of format may be included:
  - Dress code
  - RSVP

NOTE: The response may be in the form of a note or a letter. Do NOT award marks for illustrations or drawings.

3.2 DIARY ENTRY

Diary entry AFTER meeting with a relative

- There must be ONE diary entry.
- The date/time must be reflected.
- The entry must describe/express the candidate’s feelings after meeting the relative.
- The diary entry must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.
3.3 **INSTRUCTIONS**

Instructions from the manager

The instructions:
- May be in point or paragraph form
- Must be in logical sequence
- Must be written in the imperative

[20]

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

<table>
<thead>
<tr>
<th><strong>LANGUAGE, STYLE &amp; EDITING</strong></th>
<th>10–12</th>
<th>8–9</th>
<th>6–7</th>
<th>4–5</th>
<th>0–3</th>
</tr>
</thead>
<tbody>
<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 - 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>
</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;</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>Organisation of ideas;</td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions</td>
<td>- Not completely focused</td>
<td>- Some focus but writing digresses</td>
<td>- Meaning obscure with major digressions</td>
</tr>
<tr>
<td>Features/conventions and context</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><strong>12 MARKS</strong></td>
<td>- Writing maintains focus</td>
<td>- Appropriate format with minor inaccuracies</td>
<td>- Some details support the topic</td>
<td>- Generally appropriate format but with some inaccuracies</td>
<td>- Very few details support the topic</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,</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>vocabulary appropriate to</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>purpose and context;</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>Language use and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word choice;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 MARKS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>