This memorandum consists of 10 pages.
INSTRUCTIONS AND INFORMATION

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

1.1 On the other side of the door ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of an experience/incident.
  - If reflective, there must be a personal account of thought processes and feelings/emotions about what happened on the other side of the door.
  - A candidate may write an essay which contains elements of more than one type of essay.

NOTE: The words given in the topic MUST be included somewhere in the essay.
1.2 The sound of nature

- Descriptive/Narrative/Reflective essay
- The following must be considered:
  o If descriptive, there must be a vivid description of an experience/incident.
  o 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.
  o If reflective, there must be a personal account of thought processes and feelings/emotions.
  o A candidate may write an essay which contains elements of more than one type of essay.

1.3 My culture has shaped me.

- Reflective/Descriptive/Narrative essay
- The following must be considered:
  o If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the impact of culture on the candidate.
  o If descriptive, there must be a vivid description of how culture has influenced the candidate.
  o If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  o A candidate may write an essay which contains elements of more than one type of essay.

1.4 Rights and responsibilities cannot be separated. Discuss this statement.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  o If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented impartially.
  o If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate’s views and experiences.
  o If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.
1.5 Do not think of today’s failures but of the successes that may come tomorrow.

- Discursive/Reflective/Narrative essay
  - The following must be considered:
    - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented impartially.
    - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate’s views and experiences.
    - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

1.6 Parents and teachers are the voices of experience. Children should, therefore, live by their rules. Do you agree?

- Argumentative essay
  - 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.

1.7 Interpretation of pictures

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas, (among others) may be explored in response to the pictures:

  1.7.1
  - Literal interpretation: e.g. reference to money, saving money, etc.
  - Abstract interpretation: e.g. economy, wealth, money is not needed to lead a fruitful life, vices associated with money, etc.

  1.7.2
  - Literal interpretation: e.g. babies crawling, the beauty of babies, teenage pregnancy, etc.
  - Abstract interpretation: e.g. social grant, the future generation, innocence, future leaders, etc.

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 the mayor.
• The tone and register of the letter must be formal.

• The following aspects of format must be included:
  o Writer’s address
  o Date
  o Recipient’s address
  o Greeting/Salutation
  o Heading/Subject line
  o Suitable ending
  o Closing, signature, name of sender

• The following information must be included in the letter, among others:
  o Purpose for writing
  o Candidate’s views
2.2 **OBITUARY**

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

2.3 **MAGAZINE ARTICLE**

- The article must have a heading.
- The content must be about addiction to social networks.
- The dangers of social networking must be emphasised in this article.
- The language may be formal/ informal.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest and keep the reader absorbed.

2.4 **INFORMAL SPEECH**

- The speech must be in paragraph form.
- The tone of the speech must be informal.
- The language and register must be appropriate to the audience (the family members and friends).
- The audience should be addressed appropriately.
- Consider the following:
  - The content of the speech should be relevant to the topic (welcoming a brother/sister back home and congratulating him/her on completing his/her studies).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted.
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: No additional penalties may be imposed as the rubric itself imposes penalties.

3.1 POSTER

- The poster must include details about the book club.
- Sufficient details must be given to attract members of the community.
- Catchy words and phrases must be credited.
- No marks are awarded for illustrations.

3.2 DIARY ENTRIES

- There must be TWO entries.
- Each entry must bear a date.
- The tone must be personal.

3.3 INSTRUCTIONS

- The goal must be specified, e.g. How to prepare and present a speech.
- The instructions may be in point or paragraph form.
- The instructions must be given in sequence.
- The instructions must be clear.

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>CONTENT &amp; PLANNING</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)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation of ideas for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>planning;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of purpose,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>audience and context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 MARKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25–27</td>
<td>19–21</td>
<td>13–15</td>
<td>7–9</td>
<td>0–3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE, STYLE &amp;</td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>EDITING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone, register, style,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocabulary appropriate to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose/impact and context;</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>Language use and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions, punctuation,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar, spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 MARKS</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>0–1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0–10</td>
</tr>
<tr>
<td>Features of text;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and sentence construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 MARKS</td>
<td>43–50</td>
<td>33–40</td>
<td>23–30</td>
<td>13–20</td>
<td>0–10</td>
</tr>
</tbody>
</table>

NSC – Memorandum
# ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 15–18</th>
<th>Skilful 11-14</th>
<th>Moderate 8-10</th>
<th>Elementary 5-7</th>
<th>Inadequate 0-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING &amp; FORMAT</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></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>-Generally appropriate format but with some inaccuracies</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></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></td>
<td></td>
<td>-Some critical oversights</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE, STYLE &amp; EDITING</td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
</tr>
<tr>
<td></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></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></td>
<td></td>
<td>-Mostly free of errors</td>
<td>-Errors do not impede meaning</td>
<td>-Meaning obscured</td>
<td>-Meaning seriously impaired</td>
</tr>
</tbody>
</table>

**MARK RANGE**

- 25–30
- 19–23
- 14-17
- 9-12
- 0–7
## 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>CONTENT, PLANNING &amp; FORMAT</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE, STYLE &amp; EDITING</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, 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>8 MARKS</td>
<td>17–20</td>
<td>13–15</td>
<td>10-11</td>
<td>7-8</td>
<td>0–5</td>
</tr>
</tbody>
</table>

### MARK RANGE
- 17–20
- 13–15
- 10-11
- 7-8
- 0–5

Copyright reserved