This memorandum consists of 9 pages.
INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language 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. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
• Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
• Use the 40-mark assessment rubric on page 7 to mark the essays.

1.1 The kind of music that rocks my world

• Descriptive essay.
• Candidates may mention the following, among others:
  o the type of music they enjoy
  o why they enjoy that type of music
  o the names of artists who play/sing

1.2 Friendship has taught me so much.

Write a story that contains these words.

• Narrative essay.
• Candidates may mention the following, among others:
  o the kinds of experiences they had with the friend
  o what they learned
  o the value of friendship.

1.3 Now that’s a true leader!

• Descriptive essay.
• Candidates may mention the following, among others:
  o what the characteristics of a true leader are
  o what a true leader needs to be responsible for
  o how a true leader adds value.
1.4 I will never forget that experience at my school.

- Narrative essay.
- Candidates may mention the following, among others:
  - what the experience was
  - where, when and why it happened
  - why the experience was so memorable.

1.5 Interpretation of pictures.

- Candidates should provide a suitable title
- Candidates may interpret the pictures in any way
- The interpretation should be linked directly to the pictures.

1.5.1 Candidates may mention the following, among others:
  - the importance of family
  - the responsibilities of parents
  - spending quality time together
  - creating happy memories.

1.5.2 Candidates may mention the following, among others:
  - giving to the poor
  - unemployment/poverty/homelessness
  - compassion
  - loneliness/disconnectedness.

1.5.3 Candidates may mention the following, among others:
  - old mode of transport
  - cost effective mode of transport
  - life in rural areas
  - the abuse of animals.

1.5.4 Candidates may mention the following, among others:
  - appreciating the beauty of nature
  - tourism
  - looking into the future
  - peace and tranquility.

TOTAL SECTION A: 40
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 8 to mark the responses in this section.

2.1 INFORMAL LETTER

- The letter should be addressed to a friend.
- The letter should be written in paragraphs.
- The tone and register of the letter should be informal.
- The following information may be included in the letter, among others:
  - what the award was given for
  - the feelings evoked by receiving the award.
- The following aspects of format should be included:
  - address of sender
  - date
  - greeting/salutation
  - suitable ending.

2.2 DIALOGUE

- The following aspects of format should be included:
  - name of each speaker
  - colon after name of each speaker.
- The candidates should include, among others:
  - an apology and explanation for their actions
  - the response of the friend.

2.3 REPORT

- The candidates should indicate:
  - the addressee
  - the date of the report
  - the task they were given
  - their findings
  - their recommendations.
- The candidate should sign the report.
2.4 FORMAL LETTER

- The letter should be addressed to the editor.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of format should be included:
  o address of sender
  o address of recipient
  o date
  o greeting/salutation
  o subject line
  o suitable ending
  o signature and printed name of sender.
- Candidates may mention, among others:
  o what the learners do outside the supermarket
  o what the cause for concern is
  o what needs to be done about the situation.

TOTAL SECTION B: 20
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

• Candidates are required to answer ONE question.
• 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. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
• Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1 INVITATION

• The following may be included, among others:
  o the names of persons to whom the invitation is addressed
  o the purpose of the invitation
  o the venue/place where the function will be held
  o the date and time of the function
  o the name of the sender. [20]

3.2 POSTCARD

• The names and address of the parents should be provided.
• The candidates may mention the following, among others:
  o details of the place
  o good or bad experiences
  o thoughts about the parents.

NOTE: Do not award marks for drawings or illustrations. [20]

3.3 INSTRUCTIONS

• Candidates should write in point form.
• The following may be included, among others:
  o how often to check on the brother
  o which and how much medication to give
  o when to give the medication
  o what to give the brother to eat and drink
  o observations of hygienic standards
  o what to be careful of
  o what to do if an emergency arises. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 80
# SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)

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<tr>
<td>- Content shows impressive understanding of topic. - Ideas thought-provoking, mature. - Planning &amp;/or drafting has produced a presentable essay.</td>
<td>- Content shows thorough interpretation of topic. - Ideas imaginative, interesting. - Planning &amp;/or drafting has produced a fairly presentable essay.</td>
<td>- Content shows a sound interpretation of the topic. - Ideas interesting, convincing. - Planning &amp;/or drafting has produced a reasonably presentable essay.</td>
<td>- Content shows an adequate interpretation of topic. - Ideas mostly relevant. Repetitive. - Planning &amp;/or drafting has produced a moderately presentable &amp; coherent essay for SAL.</td>
<td>- Content not always clear, lacks coherence. - Very few ideas, often repetitive. - Inadequate evidence of planning/drafting. Essay not well presented.</td>
<td>- Content irrelevant. No coherence. - Ideas muddled, confused. - Non-existent planning/drafting. Poorly presented essay.</td>
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<td>5–5½</td>
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<td>3½–4</td>
<td>3</td>
<td>2½</td>
<td>0–2</td>
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<td>- Evidence of critical language awareness. - Language, punctuation thoroughly controlled. - Uses appropriate figurative language. - Choice of words is all appropriate. - Style accurately reflects topic through choice of words. - Largely error-free following proofreading &amp; editing.</td>
<td>- Limited critical language awareness. - Language, punctuation reasonably controlled; able to use appropriate figurative language. - Choice of words mostly appropriate. - Style appropriately reflects topic through choice of words. - Error-free to an extent following proofreading, editing.</td>
<td>- Some awareness of impact of language. - Language somewhat simplistic, punctuation mostly correct. - Choice of words fairly limited but suited to text. - Style reasonably appropriate &amp; suits topic requirements. - Reasonably error-free following proofreading, editing.</td>
<td>- Language limited &amp; punctuation often inaccurately used. - Choice of words basic &amp; limited. - Style lacking in coherence &amp; not suited to topic. - Contains several errors following proofreading, editing.</td>
<td>- Language &amp; punctuation flawed. - Choice of words very limited. - Style does not correspond with topic. - Error-ridden despite proofreading, editing.</td>
<td>- Language &amp; punctuation seriously flawed. - Choice of words muddled &amp; confused. - Style flawed in all aspects. - Error-ridden &amp; confused following proofreading, editing.</td>
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<td>0½</td>
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<td>- Some points, necessary details mentioned. - Lapses in sentence &amp; paragraph construction but overall meaning is maintained. - Length almost correct.</td>
<td>- Some points, necessary details mentioned. - Lapses in sentence &amp; paragraph construction but overall meaning is maintained. - Length almost correct.</td>
<td>- Some necessary points evident. - Sentences, paragraphs faulty but overall meaning maintained. - Length – too long/short.</td>
<td>- Off topic. - Sentences, paragraphs muddled, inconsistent. - Length – far too long/short.</td>
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<th>Code 2: Elementary 30–39%</th>
<th>Code 1: Not achieved 0–29%</th>
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## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

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<td>7—8</td>
<td>6—6½</td>
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### CONTENT, PLANNING & FORMAT (14 MARKS)

- Very good knowledge of requirements of the text.
- Learner maintains focus, hardly any digressions.
- Text is fairly coherent in content and ideas, and topic has details supporting the text.
- Evidence of planning and/or drafting has produced a fairly presentable and coherent text.
- Has applied the necessary rules of format well.

### LANGUAGE, STYLE & EDITING (6 MARKS)

- Has applied all the necessary rules of format.
- Text is mostly grammatically accurate and well constructed.
- Vocabulary mostly appropriate to purpose, audience and context.
- Style mostly appropriate.
- Text mostly error-free following proof-reading and editing.
- Length correct.

- Well constructed & reasonably accurate.
- Vocabulary is fairly appropriate to purpose, audience & context.
- Style mostly appropriate.
- Text fairly error-free following proof-reading & editing.
- Length correct.

- Adequately constructed. Errors do not impede flow.
- Vocabulary adequate for purpose, audience & context.
- Style, fairly appropriate.
- Still contains a fair number of errors following proof-reading & editing.
- Length almost correct.

- Basically constructed. Several errors.
- Vocabulary limited & not very suitable for purpose, audience & context.
- Lapses in style.
- Text contains a number of errors following proof-reading & editing.
- Length – too long/short.

- Poorly constructed & difficult to follow.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style does not correspond with topic.
- Error-ridden and very confusing following proof-reading, editing.
- Length – too long/short.
### SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

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<td>7–8</td>
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#### CONTENT, PLANNING & FORMAT (14 MARKS)
- Good knowledge of requirements of the text.
- Learner maintains focus on topic, no digression.
- Evidence of planning and/or drafting has produced a very presentable text.
- Very good knowledge of requirements of the text.
- Learner maintains focus, hardly any digressions.
- Text is fairly coherent in content and ideas, and topic has details supporting the text.
- Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.
- Has applied the necessary rules of format well.
- Adequate knowledge of requirements of the text.
- Learner maintains focus with minor digressions.
- Text is reasonably coherent in content and ideas.
- Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.
- Has applied most of the necessary rules of format.
- Moderate knowledge of requirements of the text.
- Writing – digresses but does not impede overall meaning.
- Adequately coherent in content & ideas, some details support topic.
- Evidence of planning and/or drafting has produced an acceptable text for SAL.
- Has adequately applied the necessary rules of format.
- No knowledge of requirements of text. Response to writing task reveals a very limited focus.
- Writing – digresses, meaning obscure in most places.
- Not coherent in content & ideas, has very few details which support topic.
- Inadequate planning and/or drafting. Very poorly presented text.
- Has not applied necessary rules of format.

#### LANGUAGE, STYLE & EDITING (6 MARKS)
- Has applied all the necessary rules of format.
- Text is mostly grammatically accurate and well constructed.
- Vocabulary mostly appropriate to purpose, audience & context.
- Style mostly appropriate.
- Text mostly error-free following proof-reading & editing.
- Length correct.
- Well constructed & fairly accurate.
- Vocabulary is fairly appropriate to purpose, audience & context.
- Style reasonably appropriate.
- Text fairly error-free following proof-reading & editing.
- Length correct.
- Adequately constructed. Errors do not impede flow.
- Vocabulary reasonably appropriate to purpose, audience & context.
- Style, fairly appropriate.
- Reasonably error-free following proof-reading & editing.
- Length almost correct.
- Basically constructed. Several errors.
- Vocabulary limited & not very suitable for purpose, audience & context.
- Lapses in style.
- Text contains a number of errors following proof-reading & editing.
- Length – too long/short.
- Poorly constructed & difficult to follow.
- Vocabulary requires serious remediation & not suitable for purpose, audience & context.
- Style does not correspond with topic.
- Error-ridden and very confusing following proofreading, editing.
- Length – far too long/short.