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. Consider the background of the candidate and 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:
  o Content and planning (32 marks)
  o Language, style and editing (12 marks)
  o Structure (6 marks)

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

1.1 My only regret is …

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  o If narrative, a story with a strong story line must be evident in which a series of events leads to a regret. There must be a logical sequence of tense.
  o If descriptive, there must be a vivid description of an experience/incident.
  o If reflective, there must be a personal account of thought process and feelings/emotions surrounding the regret.

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

1.2 An exciting journey

- Narrative/Descriptive essay
- The following must be considered:
  o If narrative, a story with a strong story line must be evident in which a series of events makes up an exciting journey. There must be a logical sequence of tense.
  o If descriptive, there must be a vivid description of an experience/incident.
1.3 A thunderstorm

- Descriptive /Narrative/Reflective essay
- The following must be considered:
  o If descriptive, there must be a vivid description of a thunderstorm.
  o If narrative, a story with a strong story line must be evident in which a series of events takes place during a thunderstorm. There must be a logical sequence of tense.
  o If reflective, there must be a personal account of thought process and feelings/emotions surrounding the thunderstorm. [50]

1.4 Joy and laughter filled the air.

- Narrative/Descriptive Reflective essay
- The following must be considered:
  o If narrative, a story with a strong story line must be evident in which a series of events leads to joy and laughter. There must be a logical sequence of tense.
  o If descriptive, there must be a vivid description of an experience/incident.
  o If reflective, there must be a personal account of thought process and feelings/emotions surrounding the joy and laughter. [50]

1.5 South African laws are not strict enough when it comes to the protection of road users. Do you agree?

- Argumentative essay
- The following must be considered:
  o The essay must offer one distinct opinion; therefore the essay must either be FOR OR AGAINST the topic given.
  o There should be a clear defence/motivation/argument of the position taken. [50]

1.6 Can we save our planet?

- Discursive essay
- The following must be considered:
  o The essay must offer a balanced view of both sides of the argument.
  o Opposing views must be presented impartially. [50]
1.7 Interpretation of pictures.

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

1.7.1 o Literal interpretation: e.g. praying/wishing/being deep in thought, etc.
   o Abstract interpretation: e.g. dreaming/meditation, etc

1.7.2 o Literal interpretation: e.g. moving house/being reckless on the road, etc.
   o Abstract interpretation: e.g. carrying your burden/memories/separation, 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. Consider the background of the candidates and 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 (20 marks)
  o Language, style and editing (10 marks)

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

2.1 FRIENDLY LETTER

• The letter should be addressed to a friend.
• The tone and register of the letter should be informal.
• The following aspects of format should be included:
  o Address of sender
  o Date
  o Greeting/Salutation
  o Suitable ending
  o Name of sender
• The following information should be included in the letter, among others:
  o Congratulations to the friend
  o Reference to the bursary and field of study
  o Good wishes
  o The letter should express sincerity.

2.2 DIALOGUE

• The correct dialogue format must be used.
  o The names of the characters on the left-hand side of the page
  o A colon after the name of the speaker
  o A new line to indicate each speaker
  o Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
• The following ideas may be explored, among others:
  o The friend must enquire about the textbook/calculator/CD.
  o The reason/reasons it was not returned must be clear.
  o There must be a suitable apology.
• The tone must be informal.
2.3 **BOOK REVIEW**

- The review may be written in point or paragraph form.
- The tone will not be too formal.
- The register and content must be suitable for the school newspaper.
- The following information should be included in the review, among others:
  - The title and author of the book
  - There could be a discussion of some of the following: genre/setting/characterisation/plot/style/atmosphere.
  - There must be a clear judgement of this book.
  - Accept different approaches to the presentation of the review.

2.4 **SPEECH**

- The speech must be in paragraph form.
- The tone of the speech may be formal or semi-formal.
- The language and register should be appropriate to the audience (the learners and staff of the school).
- The audience should be addressed appropriately (e.g. the principal, teachers and learners).
- Consider the following:
  - The content of the speech should be relevant to the topic (recycling).
  - 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 TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

• Candidates are required to answer ONE question.
• Marking must be objective. Consider the background of the candidates and 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:
  o Content, planning and format (13 marks)
  o Language, style and editing (7 marks)

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

3.1 INVITATION

• The invitation should include details about the function (e.g. date, venue and time).
• The nature of the function must be evident.
• No marks are awarded for illustrations. [20]

3.2 DIARY ENTRY

• There should be ONE single entry bearing a date.
• The tone should be personal.
• Complete sentences are not necessary. [20]

3.3 DIRECTIONS

• The directions may be in point or paragraph form.
• Complete sentences are not necessary.
• The following should be included, among others: streets, buildings, landmarks, intersections, turns, etc.
• No marks are awarded for illustrations. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
## SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50)

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<td>50 – 59%</td>
<td>40 – 49%</td>
<td>30 – 39%</td>
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<td>26 – 32</td>
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<td>19½ – 22</td>
<td>16 – 19</td>
<td>13 – 15½</td>
<td>10 – 12½</td>
<td>0 – 9½</td>
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<tr>
<td>Language, Style &amp; Editing (12 MARKS)</td>
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<td>10 – 12</td>
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<td>6 – 7</td>
<td>5 – 5½</td>
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<td>Structure (6 MARKS)</td>
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**CONTENT & PLANNING (32 MARKS)**

- Content shows impressive insight into topic.
- Ideas thought-provoking, mature.
- Planning &/or drafting has produced a virtually flawless, excellent essay.

**LANGUAGE, STYLE & EDITING (12 MARKS)**

- Critical awareness of impact of language.
- Language, punctuation effectively used.
- Figurative language used.
- Choice of words highly appropriate.
- Style, tone, register highly suited to topic.
- Virtually error-free following proofreading & editing.

**STRUCTURE (6 MARKS)**

- Coherent development of topic. Vivid detail.
- Sentences, paragraphs coherently constructed.
- Length in accordance with requirements of topic.

- Logical development of details. Coherent.
- Sentences, paragraphs logical, varied.
- Length correct.

- Several relevant details developed.
- Sentences, paragraphs well constructed.
- Length correct.

- Some necessary points evident.
- Sentences, paragraphs faulty but ideas can be understood.
- Length – too long/short.

- Sometimes off topic. General line of thought difficult to follow.
- Sentences, paragraphs constructed at an elementary level.
- Length – too long/short.

- Content shows good interpretation of topic.
- Ideas imaginative, provocative, mature.
- Planning &/or drafting has produced a well-crafted & very good essay.

- Content shows an adequate interpretation of topic.
- Ideas ordinary, lacking depth.
- Planning &/or drafting has produced a satisfactorily presented essay.

- Content ordinary. Gaps in coherence.
- Ideas mostly relevant. Repetitive.
- Planning &/or drafting has produced a moderately presentable & coherent essay.

- Content not always clear, lacks coherence.
- Few ideas, often repetitive.
- Inadequate evidence of planning/drafting. Essay not well presented.

- Content irrelevant. No coherence.
- Ideas repetitive.
- Non-existent planning/drafting. Poorly presented essay.

- Length correct.
- Several relevant points evident.
- Sentences, paragraphs faulty but ideas can be understood.
- Length – too long/short.

- Some necessary points evident.
- Sentences, paragraphs faulty but ideas can be understood.
- Length – too long/short.

- Off topic.
- Sentences, paragraphs muddled, inconsistent.
- Length – far too long/short.

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*From: Examination Guidelines: Languages Paper 3/2 – January 2009*
## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

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<tbody>
<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT (20 MARKS)</strong></td>
<td><strong>LANGUAGE, STYLE &amp; EDITING (10 MARKS)</strong></td>
<td><strong>CONTENT, PLANNING &amp; FORMAT (20 MARKS)</strong></td>
<td><strong>LANGUAGE, STYLE &amp; EDITING (10 MARKS)</strong></td>
<td><strong>CONTENT, PLANNING &amp; FORMAT (20 MARKS)</strong></td>
<td><strong>LANGUAGE, STYLE &amp; EDITING (10 MARKS)</strong></td>
<td><strong>CONTENT, PLANNING &amp; FORMAT (20 MARKS)</strong></td>
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<td>16 – 20</td>
<td>14 – 15½</td>
<td>12 – 13½</td>
<td>10 – 11½</td>
<td>8 – 9½</td>
<td>6 – 7½</td>
<td>0 – 5½</td>
</tr>
<tr>
<td>-Specialised knowledge of requirements of the text.</td>
<td>-Good knowledge of requirements of the text.</td>
<td>-Fair knowledge of requirements of the text.</td>
<td>-Adequate knowledge of requirements of the text.</td>
<td>-Moderate knowledge of requirements of the text.</td>
<td>-Elementary knowledge of requirements of the text.</td>
<td>-No knowledge of requirements of the text.</td>
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<tr>
<td>-Disciplined writing – learner maintains focus, hardly any digressions.</td>
<td>-Disciplined writing – learner maintains focus, with minor digressions.</td>
<td>-Writing – learner digresses from topic but does not impede overall meaning.</td>
<td>-Writing – learner digresses from topic but does not impede overall meaning.</td>
<td>-Writing – learner digresses from topic but does not impede overall meaning.</td>
<td>-Writing – learner digresses, meaning is vague in places.</td>
<td>-Writing – learner digresses, meaning is obscure in places.</td>
</tr>
<tr>
<td>-Text is coherent in content &amp; ideas, with all details supporting the topic.</td>
<td>-Evidence of planning &amp;/or drafting has produced a virtually presentable text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a virtually presentable text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a virtually presentable text.</td>
<td>-Evidence of planning &amp;/or drafting has produced a virtually presentable text.</td>
<td>-Text not always coherent in content &amp; ideas, and has few details which support the topic.</td>
<td>-Text not coherent in content &amp; ideas, too few details to support topic.</td>
</tr>
<tr>
<td>-Has applied all the necessary rules of format/meritorious.</td>
<td>-Has applied most of the necessary rules of format/substantial.</td>
<td>-Has applied an adequate idea of the requirements of format.</td>
<td>-Has applied an adequate idea of the requirements of format.</td>
<td>-Has applied an adequate idea of the requirements of format.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has not applied the necessary rules of format.</td>
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<td>8 – 10</td>
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<tr>
<td>-Text is grammatically accurate &amp; well constructed.</td>
<td>-Text is well constructed &amp; easy to read.</td>
<td>-Text is adequately constructed. Errors do not impede flow.</td>
<td>-Text is basically constructed. Several errors.</td>
<td>-Text is poorly constructed &amp; difficult to follow.</td>
<td>-Text is poorly constructed and muddled.</td>
<td>-Text is poorly constructed and muddled.</td>
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<tr>
<td>-Vocabulary is very appropriate to purpose, audience &amp; context.</td>
<td>-Vocabulary is mostly appropriate to purpose, audience &amp; context.</td>
<td>-Vocabulary is mostly appropriate to purpose, audience &amp; context.</td>
<td>-Vocabulary is limited &amp; not very suitable for the purpose, audience &amp; context.</td>
<td>-Vocabulary requires remediation &amp; not suitable for purpose, audience &amp; context.</td>
<td>-Vocabulary requires remediation &amp; not suitable for purpose, audience &amp; context.</td>
<td>-Vocabulary requires remediation &amp; not suitable for purpose, audience &amp; context.</td>
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<tr>
<td>-Style, tone and register mostly appropriate.</td>
<td>-Style, tone, register generally appropriate.</td>
<td>-Style, tone, register generally appropriate.</td>
<td>-Style, tone, register generally appropriate.</td>
<td>-Style, tone &amp; register inappropriate.</td>
<td>-Style, tone &amp; register inappropriate.</td>
<td>-Style, tone &amp; register inappropriate.</td>
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<tr>
<td>-Text virtually error-free following proof-reading, editing.</td>
<td>-Text largely error-free following proof-reading, editing.</td>
<td>-Text still contains a few errors following proofreading, editing.</td>
<td>-Language – too long/short.</td>
<td>-Text contains several errors following proof-reading, editing.</td>
<td>-Text error-ridden and confused following proof-reading, editing.</td>
<td>-Text error-ridden and confused following proof-reading, editing.</td>
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## SECTION C: RUBRIC FOR ASSESSING SHORTER TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL LANGUAGE (20)

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### CONTENT, PLANNING & FORMAT
(13 MARKS)

- Specialised knowledge of requirements of text.
- Disciplined writing – learner maintains thorough focus, no digressions.
- Text fully coherent in content & ideas, and all details support topic.
- Evidence of planning &/or drafting has produced a virtually flawless, presentable text.
- Has applied all the necessary rules of format.

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

- Text is grammatically accurate and well constructed.
- Vocabulary is very appropriate to purpose, audience and context.
- Style, tone, register very appropriate.
- Text virtually error-free following proof-reading and editing.
- Length correct.