ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2011

POSSIBLE ANSWERS

MARKS: 100
TIME: 2½ hours

This memorandum consists of 11 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:
  - Content and planning (32 marks)
  - Language, style and editing (12 marks)
  - Structure (6 marks)

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

1.1 It was a dream come true!

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to a dream coming true. 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 surrounding the dream coming true.

[50]
1.2 'It felt good to be back home again.'

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

- Descriptive/Narrative/Reflective essay
- The following must be considered:
  - If **descriptive**, there must be a vivid description of an experience/incident which leads to the good feeling of being home again.
  - If **narrative**, a story with a strong story line must be evident in which a series of events takes place. There must be a logical sequence of tense.
  - If **reflective**, there must be a personal account of thought processes and feelings/emotions surrounding an experience/incident which led to the good feeling.

1.3 Technology has changed the lives of teenagers. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer one distinct opinion; therefore the essay must either be FOR OR AGAINST the topic given.
  - Candidates may argue technology has affected teenagers positively or negatively or both. The idea of change should be evident.
  - There should be clear defence/motivation/argument of the position taken.

1.4 Do subjects offered at school prepare you for life? Discuss your views.

- Discursive essay
  - The essay must offer a balanced view of both sides of the argument.
  - Opposing views must be presented impartially.

1.5 As I looked at that photograph ...

- Narrative/Reflective/Descriptive essay
- The following must be considered:
  - If **narrative**, a story with a strong story line must be evident in which a series of events leads to or results from memories evoked by the photograph. There must be a logical sequence of tense.
  - If **reflective**, there must be a personal account of thought processes and feelings/emotions evoked by the photograph.
  - If **descriptive**, there must be a vivid description of the circumstances surrounding the photograph.
1.6 The power of music

- Descriptive/Reflective/Narrative essay
- The following must be considered:
  - If descriptive, there must be a vivid description of the impact of music.
  - If reflective, there must be a personal account of thought processes and feelings/emotions about the power of music.
  - If narrative, a story with a strong story line must be evident in which a series of events illustrates the topic. There must be a logical sequence of tense.

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
  - abstract interpretation: e.g. personal or spiritual scars/wounds and the healing of those, society, crime, political issues, etc.
  - a more literal approach might include: heart disease/broken relationships/emotional trauma, etc.

  1.7.2
  - social interpretations: family/parenthood/becoming parents at a young age, etc.
  - personal interpretation: friendship/joy/togetherness/health/lifestyle, etc.
  - a more literal interpretation might include: hairstyles/fashion/Rastafarianism, 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:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 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 manager of ABC Store.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
- The following information should be included in the letter, among others:
  - The candidate's interest in the position
  - An indication of the candidate's language ability
  - A mention of people skills
  - Reference to previous work experience
  - Any other information which might influence the appointment.

[30]
2.2 DIALOGUE

NOTE:
- 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 new 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 item being returned, as well as the reason for returning it must
    be clear.
  o The disagreement/conflict should be evident.
  o A positive OR negative solution must be evident. [30]

2.3 SPEECH

- The speech must be in paragraph form.
- The tone of the speech should be 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:
  o The content of the speech should be relevant to the occasion
    (should be about saying goodbye).
  o Accept different approaches to the presentation of the speech.
  o A logical and appropriate closure to the speech should be evident. [30]

2.4 MAGAZINE ARTICLE

- The heading must be interesting.
- The style should be personal, speaking directly to the reader. The style
  can be descriptive.
- The article should stimulate interest.
- Paragraphs should not be too long, encouraging easy reading.
- Consider the following:
  o The content of the article should be relevant and appealing to
    school learners.
  o Sporting highlights should be clear. [30]

TOTAL SECTION B: 30
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:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

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

3.1 ADVERTISEMENT

- The advertisement should persuade people to buy the product. (Persuasive language and catch phrases should be used.)
- The following should be included, among others:
  - Description of the product
  - Brand name
  - Slogan
  - Where to find the product/How to obtain it
  - Price

NOTE: Do NOT award marks for illustrations. [20]

3.2 POSTCARD

- The language (including the salutation and ending/conclusion) can be informal and colloquial, but should not include slang expressions.
- Complete sentences are not required.
- The content must be brief but informative.

NOTE: Do NOT award marks for illustrations. [20]
### INSTRUCTIONS

- The contents of the instructions should relate to the managing of the cleaning of the classroom OR only the cleaning.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- The language should be clear and instructive.
- Complete sentences are not necessary.

[20]

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

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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, presentable essay.

**LANGUAGE, STYLE & EDITING (12 MARKS)**
- Critical awareness of impact of language. - Language, punctuation effectively used. Uses figurative language. - Choice of words highly appropriate. - Style, tone, register highly suited to topic. - Virtually error-free following proof-reading & editing.

**STRUCTURE (6 MARKS)**
- Coherent development of topic. Vivid detail. - Sentences, paragraphs coherently constructed. - Length in accordance with requirements of topic.

# SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

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**CONTENT, PLANNING & FORMAT (20 MARKS)**

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

- Good knowledge of requirements of the text.
  - Disciplined writing – learner maintains focus, hardly any digressions.
  - Text is coherent in content & ideas, with all details supporting the topic.
  - Evidence of planning &/or drafting has produced a well crafted, presentable text.
  - Has applied most of the necessary rules of format/meritorious.

- Fair knowledge of requirements of the text.
  - Writing – learner maintains focus, with minor digressions.
  - Text is coherent in content & ideas, and details support the topic.
  - Evidence of planning &/or drafting has produced a presentable & good text.
  - Has applied most of the necessary rules of format/substantial.

- Adequate knowledge of requirements of the text.
  - Writing – learner digresses from topic but does not impede overall meaning.
  - Text adequately coherent in content & ideas & some details support the topic.
  - Evidence of planning &/or drafting has produced a satisfactorily presented text.
  - Has applied an adequate idea of the requirements of format.

- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.
  - Writing – learner digresses, meaning is vague in places.
  - Text moderately coherent in content & ideas and has basic details which support the topic.
  - Evidence of planning &/or drafting has produced a moderately presentable & coherent text.
  - Has a moderate idea of requirements of format – some critical oversights.

- Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.
  - Writing – learner digresses, meaning is obscure in places.
  - Text not always coherent in content & ideas, and has few details which support the topic.
  - Inadequate planning &/or drafting. Text not well presented.
  - Has vaguely applied the necessary rules of format.

**LANGUAGE, STYLE & EDITING (10 MARKS)**

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

- Text is well constructed & easy to read.
  - Vocabulary is appropriate to purpose, audience & context.
  - Style, tone & register generally appropriate.
  - Text mostly error-free following proof-reading, editing.
  - Length correct.

- Text is adequately constructed. Errors do not impede flow.
  - Vocabulary is adequate for the purpose, audience & context.
  - Style, tone & register adequately appropriate.
  - Text still contains a few errors following proofreading, editing.
  - Length almost correct.

- Text is basically constructed. Several errors.
  - Vocabulary is limited & not very suitable for the purpose, audience & context.
  - Lapses in style.
  - Text contains several errors following proofreading, editing.
  - Length – too long/short.

- Text is poorly constructed & difficult to follow.
  - Vocabulary requires remediation & not suitable for purpose, audience & context.
  - Style, tone & register inappropriate.
  - Text error-ridden despite proofreading, editing.
  - Length – too long/short.


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## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS 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.
- Good knowledge of requirements of text.
- Disciplined writing – learner maintains focus, hardly any digressions.
- Text is coherent in content & ideas with all details supporting the topic.
- Evidence of planning &/or drafting has produced a well crafted & presentable text.
- Has applied most of the necessary rules of format.
- Fair knowledge of requirements of text.
- Disciplined writing – learner maintains focus, with minor digressions.
- Text is coherent in content & ideas, and details support topic.
- Evidence of planning &/or drafting has produced a good text.
- Has applied most of the necessary rules of format.
- Adequate knowledge of requirements of text.
- Disciplined writing – learner digresses but does not impede overall meaning.
- Text is adequately coherent in content & ideas and some details support topic.
- Evidence of planning &/or drafting has produced a satisfactorily presented text.
- Has applied an adequate idea of the requirements of format.
- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.
- Writing – learner digresses, meaning vague in places.
- Text moderately coherent in content & ideas and has basic details which support the topic.
- Evidence of planning &/or drafting that has produced a moderately presentable & coherent text.
- Has a moderate idea of requirements of the format – some critical oversights.
- Elementary knowledge of requirements of the text.
- Writing – learner digresses, meaning obscure in places.
- Text not always coherent in content & ideas, and has few details which support topic.
- Planning and drafting non-existent. Poorly presented text.
- Has not applied the necessary rules of format.
- No knowledge of requirements of the text.
- Writing – learner digresses, meaning obscure in places.
- Text not coherent in content & ideas and too few details to support the topic.
- Planning and drafting non-existent. Poorly presented text.
- Has not applied 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 mostly very appropriate.
- Text virtually error-free following proof-reading and editing.
- Length correct.
- Text is well constructed and easy to read.
- Vocabulary is mostly appropriate to purpose, audience and context.
- Style, tone and register mostly appropriate.
- Text largely error-free following proof-reading, editing.
- Length correct.
- Text is adequately constructed. Errors do not impede flow.
- Vocabulary is adequate for purpose, audience and context.
- Style, tone and register adequately appropriate.
- Text mostly error-free following proof-reading, editing.
- Length correct.
- Text is basically constructed. Several errors.
- Vocabulary is limited and not very suitable for purpose, audience and context.
- Lapses in style, tone and register.
- Text contains several errors following proofreading, editing.
- Length almost correct.
- Text is poorly constructed and difficult to follow.
- Vocabulary requires serious remediation & not suitable for purpose, audience and context.
- Style, tone & register inappropriate.
- Text error-ridden and confused following proof-reading, editing.
- Length – too long/short.
- Text is poorly constructed and muddled.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style, tone & register do not correspond with topic.
- Text error-ridden and confused following proof-reading, editing.
- Length – too long/short.