



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE EXAMINATIONS

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**2017**

**MARKS: 100**

**TIME: 2½ hours**

**This question paper consists of 6 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE SECTIONS:  

|                                       |      |
|---------------------------------------|------|
| SECTION A: Essay                      | (50) |
| SECTION B: Longer Transactional Text  | (30) |
| SECTION C: Shorter Transactional Text | (20) |
2. Answer ONE question from EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:
  - 80 minutes on SECTION A
  - 40 minutes on SECTION B
  - 30 minutes on SECTION C
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading.
10. Do NOT consider the title/heading when doing a word count.
11. Write neatly and legibly.

**SECTION A: ESSAY****QUESTION 1**

- Write an essay of between 250 and 300 words in length on ONE of the following topics.
- Write down the number and title of the essay you have chosen correctly, for example 1.1 You know my name, but ...
- Give your own title if your choice is QUESTION 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

- 1.1 You know my name, but ... [50]
- 1.2 My favourite destination [50]
- 1.3 If I were given a second chance ... [50]
- 1.4 Nowadays there is hardly any privacy, since everything gets posted online. [50]
- 1.5 Our age is not determined by the date on the calendar, but by the mind. [50]
- 1.6 Happiness is a choice. [50]
- 1.7 Choose ONE of the pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

**NOTE:** There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: [www.google.com](http://www.google.com)]

[50]

1.7.2



[Source: *Sawubona*, September 2016]

[50]

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2**

- Respond to ONE of the following transactional writing tasks.
- The body of your response should be between 120 and 150 words in length. Write down the number and the heading of the text you have chosen, for example 2.1 LETTER TO THE PRESS.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

**2.1 LETTER TO THE PRESS**

The number of road accidents in your area has increased.

Write a letter to the editor of your local newspaper, expressing your views about this matter. Suggest ways in which road accidents may be avoided in future.

**[30]****2.2 OBITUARY**

You are the captain of a sports team and one of your teammates has passed away. His/her family has asked you to write an obituary, paying tribute to him/her.

Write out the obituary.

**[30]****2.3 AGENDA AND MINUTES OF A MEETING**

You are the secretary of a youth centre in your area. A meeting will be held to discuss fundraising for the upgrade of the youth centre. You have to record the minutes of this meeting.

Write out the minutes of the meeting.

The agenda for the meeting is as follows:

| <b>AGENDA</b> |                           |
|---------------|---------------------------|
| 1.            | Welcome                   |
| 2.            | Attendance                |
| 3.            | Apologies                 |
| 4.            | Items to be discussed     |
| 4.1.          | Type of fundraising event |
| 4.2.          | Programme                 |
| 4.3.          | Duties of members         |
| 4.4.          | Advertising               |
| 5.            | Closure                   |

**[30]**

**2.4 DIALOGUE**

Your parent/guardian has been offered a new job in another town but he/she is uncertain whether or not to accept it. You have decided to convince him/her why he/she should take up the job offer.

Write out the dialogue that takes place between the two of you.

**NOTE:** Use the dialogue format.

**[30]****TOTAL SECTION B: 30****SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3**

- Choose ONE of the following topics and write a short text.
- The body of your response should be between 80 and 100 words in length.
- Write down the number and the heading of the text you have chosen, for example 3.1 FLYER.
- Spend approximately 30 minutes on this section.

**3.1 FLYER**

You have decided to sell some of your personal belongings that you no longer need.

Write out the content of the flyer to advertise these items.

**NOTE:** Do NOT include illustrations or drawings.

**[20]****3.2 DIARY ENTRIES**

You have just started doing voluntary work at a home for the aged in your community.

Write out TWO diary entries, expressing your feelings before and after your first day at work.

**[20]****3.3 DIRECTIONS**

You will be hosting your birthday party at a local hall. You have decided to use the services of caterers from outside your area. Give them directions from the petrol station at the entrance of your town to the venue.

You must include landmarks, distances and specific directions in your response.

**NOTE:** Do NOT include illustrations or drawings.

**[20]****TOTAL SECTION C: 20  
GRAND TOTAL: 100**



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## **SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**2017**

**MARKING GUIDELINES**

**MARKS: 100**

**These marking guidelines consist 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 topic 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 You know my name, but ...**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture in words, trying to use 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.

**[50]**

**1.2 My favourite destination**

Narrative/Reflective Descriptive

- If narrative, the essay must have a strong story line and an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the candidate should create a picture in words, trying to use 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.

**[50]****1.3 If I were given a second chance ...**

Reflective/Narrative/Descriptive

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line. This topic lends itself to the possibility of being written in both the past and the present tense. The essay must have an interesting ending.
- If descriptive, the candidate should create a picture in words, trying to use 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.

**[50]****1.4 Nowadays there is hardly any privacy, since everything gets posted online.**

Argumentative/Discursive/Reflective

- 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 presented 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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]**

**1.5 Our age is not determined by the date on the calendar, but by the mind.**

Argumentative/Discursive/Reflective

- 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 presented 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 candidate must still take a stance for or against the topic. Personal feelings and emotions must be evident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]****1.6 Happiness is a choice.**

Discursive/Argumentative/Reflective

- 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 reflective, feelings and emotions must be evident.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

**[50]****1.7 Interpretation of pictures**

The candidate

- should give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay, provided it is in direct relation to the picture chosen.
- may write in any appropriate tense.

1.7.1 Picture: **A window**

- Literal interpretations: a view from a window, home environment.
- Figurative interpretations: a window to the world, the world of opportunities, escape into a world of your own.

**[50]**1.7.2 Picture: **A boy on shoulders**

- Literal interpretations: parent-child relationships, a delightful experience.
- Figurative interpretations: caring, racial harmony, trust.

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

**2.1 LETTER TO THE PRESS**

A letter to the editor about road accidents

- The letter should be addressed to the editor of a newspaper.
- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- Acceptable variations of the format must be allowed.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient (Editor)
  - Address of newspaper
  - Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The following information should be included in the letter, **among others:**
  - Details of road accidents
  - Expression of views and feelings about the accidents
  - Suggestions about ways in which future road accidents may be avoided

**[30]**

## 2.2 OBITUARY

An obituary of a teammate

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

[30]

## 2.3 AGENDA AND MINUTES OF A MEETING

Minutes of a meeting

- The language must be concise and formal.
- Items must be numbered.
- Headings and bullets may be used.
- The minutes must be written in the past tense.
- The following aspects of format should be included:
  - The name of the organisation
  - The date, time and place of the meeting
  - A list of people present as well as apologies tendered
  - A record of discussions and decisions/actions taken
  - The time at which the meeting ended
- The minutes must provide a summary of what was proposed and finally agreed upon.

[30]

## 2.4 DIALOGUE

A conversation between a parent/guardian and a child

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

The dialogue must be between the parent/guardian and a child

- The tone must be informal.
- The child must convince the parent/guardian.
- The following aspects of the dialogue format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon used after the name of the character who is speaking.
  - A new line used to indicate each new speaker.
  - Where necessary, actions must be given in brackets before the words are spoken.

[30]

**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 attached rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

**3.1 FLYER**

Sale of items

- The following aspects should be included in the flyer, **among others**:
  - Eye-catching headline or slogan
  - Catchy words and phrases should be used.
  - Sufficient details of the items for sale
  - Your contact details
- The language may be formal or informal but not slang or colloquial.

**NOTE:** Do not award marks for illustrations.

**[20]**

**3.2 DIARY ENTRIES**

The candidate's feelings BEFORE and AFTER the first day at work

- There MUST be TWO diary entries with two different dates/times.
- The entries should express the candidate's feelings before and after the first day of work.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect emotions suited to the topic.

**[20]**

**3.3 DIRECTIONS**

Directions to the hall

- The directions may be in either point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks.

**NOTE:** Do not award marks for illustrations.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

## SCE – Marking Guidelines

**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

| Criteria  |   | Exceptional   | Skilful   | Moderate   | Elementary   | Inadequate  |   |
|---|---|---|---|--|--|---|---|
| <b>CONTENT &amp; PLANNING</b><br><br>(Response and ideas)<br>Organisation of ideas for planning;<br>Awareness of purpose, audience and context<br><br><b>30 MARKS</b> | Upper level   | <b>28–30</b><br>-Outstanding/Striking response beyond normal expectations<br>-Intelligent, thought-provoking and mature ideas<br>-Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending | <b>22–24</b><br>-Very well-crafted response<br>-Fully relevant and interesting ideas with evidence of maturity<br>-Very well organised and coherent (connected), including introduction, body and conclusion/ending                               | <b>16–18</b><br>-Satisfactory response<br>-Ideas are reasonably coherent and convincing<br>-Reasonably organised and coherent, including introduction, body and conclusion/ending  | <b>10–12</b><br>-Inconsistently coherent response<br>-Unclear ideas and unoriginal<br>-Little evidence of organisation and coherence   | <b>4–6</b><br>-Totally irrelevant response<br>-Confused and unfocused ideas<br>-Vague and repetitive<br>-Unorganised and incoherent   |   |
|   |   | Lower level   | <b>25–27</b><br>-Excellent response but lacks the exceptionally striking qualities of the outstanding essay<br>-Mature and intelligent ideas<br>-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending | <b>19–21</b><br>-Well-crafted response<br>-Relevant and interesting ideas<br>-Well organised and coherent (connected), including introduction, body and conclusion   | <b>13–15</b><br>-Satisfactory response but some lapses in clarity<br>-Ideas are fairly coherent and convincing<br>-Some degree of organisation and coherence, including introduction, body and conclusion  | <b>7–9</b><br>-Largely irrelevant response<br>-Ideas tend to be disconnected and confusing<br>-Hardly any evidence of organisation and coherence  | <b>0–3</b><br>-No attempt to respond to the topic<br>-Completely irrelevant and inappropriate<br>-Unfocused and muddled   |
|   | <b>LANGUAGE, STYLE &amp; EDITING</b><br><br>Tone, register, style, vocabulary appropriate to purpose/effect and context;<br>Word choice;<br>Language use and conventions, punctuation, grammar, spelling<br><br><b>15 MARKS</b> |   | Upper level   | <b>14–15</b><br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Language confident, exceptionally impressive<br>-Compelling and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Very skilfully crafted | <b>11–12</b><br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Language is effective and a consistently appropriate tone is used<br>-Largely error-free in grammar and spelling<br>-Very well crafted | <b>8–9</b><br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Appropriate use of language to convey meaning<br>-Tone is appropriate<br>-Rhetorical devices used to enhance content | <b>5–6</b><br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Very basic use of language<br>-Tone and diction are inappropriate<br>-Very limited vocabulary |
|   |   | Lower level   | <b>13</b><br>-Language excellent and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Skilfully crafted  | <b>10</b><br>-Language engaging and generally effective<br>-Appropriate and effective tone<br>-Few errors in grammar and spelling<br>-Well crafted   | <b>7</b><br>-Adequate use of language with some inconsistencies<br>-Tone generally appropriate and limited use of rhetorical devices   | <b>4</b><br>-Inadequate use of language<br>-Little or no variety in sentence<br>-Exceptionally limited vocabulary   |   |
| <b>STRUCTURE</b><br><br>Features of text;<br>Paragraph development and sentence construction<br><b>5 MARKS</b>  |   | <b>5</b><br>-Excellent development of topic<br>-Exceptional detail<br>-Sentences, paragraphs exceptionally well-constructed   | <b>4</b><br>-Logical development of details<br>-Coherent<br>-Sentences, paragraphs logical, varied  | <b>3</b><br>-Relevant details developed<br>-Sentences, paragraphs well-constructed<br>-Essay still makes sense   | <b>2</b><br>-Some valid points<br>-Sentences and paragraphs faulty<br>-Essay still makes some sense  | <b>0–1</b><br>-Necessary points lacking<br>-Sentences and paragraphs faulty<br>-Essay does not sense  |   |
| <b>MARK RANGE</b>   |   | <b>43–50</b>  | <b>33–40</b>  | <b>23–30</b>   | <b>13–20</b>   | <b>0–10</b>   |   |

**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

| <b>Criteria</b>  | <b>Exceptional</b>   | <b>Skilful</b>   | <b>Moderate</b>   | <b>Elementary</b>   | <b>Inadequate</b>  |
|--|--|--|---|---|--|
| <b>CONTENT, PLANNING &amp; FORMAT</b><br><br>Response and ideas;<br>Organisation of ideas for planning;<br>Purpose, audience, features/conventions and context<br><br><b>18 MARKS</b>                        | <b>15–18</b><br><br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | <b>11-14</b><br><br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | <b>8-10</b><br><br>-Adequate response demonstrating knowledge of features of the type of text<br>-Not completely focused – some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | <b>5-7</b><br><br>-Basic response demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Necessary rules of format vaguely applied<br>-Some critical oversights | <b>0–4</b><br><br>-Response reveals no knowledge of features of the type of text<br>-Meaning obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Necessary rules of format not applied |
| <b>LANGUAGE, STYLE &amp; EDITING</b><br><br>Tone, register, style, purpose/effect, audience and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br><b>12 MARKS</b> | <b>10–12</b><br><br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free   | <b>8–9</b><br><br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors   | <b>6–7</b><br><br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning   | <b>4–5</b><br><br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured   | <b>0–3</b><br><br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired                                    |
| <b>MARK RANGE</b>  | <b>25–30</b>   | <b>19–23</b>   | <b>14–17</b>  | <b>9–12</b>   | <b>0–7</b>   |

**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

| <b>Criteria</b>  | <b>Exceptional</b>   | <b>Skilful</b>   | <b>Moderate</b>  | <b>Elementary</b>  | <b>Inadequate</b>  |
|--|--|--|--|--|--|
| <b>CONTENT, PLANNING &amp; FORMAT</b><br><br>Response and ideas;<br>Organisation of ideas;<br>Features/conventions and context<br><br><b>12 MARKS</b>  | <b>10–12</b><br><br>-Outstanding response beyond normal expectations<br>-Intelligent and mature ideas<br>-Extensive knowledge of features of the type of text<br>-Writing maintains focus<br>-Coherence in content and ideas<br>-Highly elaborated and all details support the topic<br>-Appropriate and accurate format | <b>8-9</b><br><br>-Very good response demonstrating good knowledge of features of the type of text<br>-Maintains focus – no digressions<br>-Coherent in content and ideas, very well elaborated and details support topic<br>-Appropriate format with minor inaccuracies | <b>6-7</b><br><br>-Adequate response, demonstrating knowledge of features of the type of text<br>-Not completely focused –some digressions<br>-Reasonably coherent in content and ideas<br>-Some details support the topic<br>-Generally appropriate format but with some inaccuracies | <b>4-5</b><br><br>-Basic response, demonstrating some knowledge of features of the type of text<br>-Some focus but writing digresses<br>-Not always coherent in content and ideas<br>-Few details support the topic<br>-Necessary rules of format vaguely applied<br>-Some critical oversights | <b>0-3</b><br><br>-Response reveals no knowledge of features of the type of text<br>-Meaning obscure with major digressions<br>-Not coherent in content and ideas<br>-Very few details support the topic<br>-Necessary rules of format not applied |
| <b>LANGUAGE, STYLE &amp; EDITING</b><br><br>Tone, register, style, vocabulary appropriate to purpose and context;<br>Language use and conventions;<br>Word choice;<br>Punctuation and spelling<br><br><b>8 MARKS</b> | <b>7–8</b><br><br>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context<br>-Grammatically accurate and well-constructed<br>-Virtually error-free   | <b>5-6</b><br><br>-Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>-Generally grammatically accurate and well-constructed<br>-Very good vocabulary<br>-Mostly free of errors   | <b>4</b><br><br>-Tone, register, style and vocabulary appropriate to purpose, audience and context<br>-Some grammatical errors<br>-Adequate vocabulary<br>-Errors do not impede meaning  | <b>3</b><br><br>-Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>-Inaccurate grammar with numerous errors<br>-Limited vocabulary<br>-Meaning obscured  | <b>0–2</b><br><br>-Tone, register, style and vocabulary do not correspond to purpose, audience and context<br>-Error-ridden and confused<br>-Vocabulary not suitable for purpose<br>-Meaning seriously impaired                                    |
| <b>MARK RANGE</b>  | <b>17–20</b>   | <b>13–15</b>   | <b>10–11</b>   | <b>7–8</b>   | <b>0–5</b>   |