



# basic education

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

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2023**

**MARKS: 100**

**TIME: 2½ hours**

**This question paper consists of 7 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/keywords), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such and handed in. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:  

SECTION A: 80 minutes
SECTION B: 40 minutes
SECTION C: 30 minutes
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading, where required.
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, e.g. 1.1 Family comes first.
- Give your own title if your choice is QUESTION 1.6, 1.7 OR 1.8.
- Spend approximately 80 minutes on this section.

- 1.1 Family comes first. [50]
- 1.2 If I could design anything ... [50]
- 1.3 You learn new things when you listen. [50]
- 1.4 Courage cannot exist without fear. [50]
- 1.5 'If you want to lift yourself up, lift up someone else.' – Booker T Washington [50]

Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.6, 1.7 OR 1.8) and give your essay a suitable title.

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

1.6



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

**[50]**

1.7



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

[50]

1.8



[Source: <https://media.istockphoto.com>]

[50]

**TOTAL SECTION A: 50**

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

- Respond to ONE of the following longer transactional writing texts.
- 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, e.g. 2.1 E-MAIL.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

**2.1 E-MAIL**

You have recently travelled home by bus. When you reached home, you discovered that you had forgotten a valuable item on the bus.

Write an e-mail to the manager of the bus company in which you inform him/her and provide a description of the forgotten item.

Write the e-mail.

**[30]****2.2 FRIENDLY LETTER**

You are concerned about a friend who spends money carelessly. You would like to give him/her advice on how to manage his/her finances wisely.

Write the letter to your friend.

**[30]****2.3 REVIEW**

Your community library is hosting a book review competition to promote reading among the youth. Since you love reading, you have decided to enter this competition by submitting a review of an interesting book that you have read.

Write the book review.

**[30]****2.4 INTERVIEW**

Your school is hosting a career guidance workshop. A local celebrity is invited to be a guest speaker at this event. As the editor of your school magazine, you have decided to interview him/her about his/her career before the workshop.

Write the interview between you and the celebrity.

**[30]****TOTAL SECTION B: 30**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3**

- Choose ONE of the following topics and write a short transactional 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, e.g. 3.1 FLYER.
- Spend approximately 30 minutes on this section.

**3.1 FLYER**

You are planning to collect and sell recyclable material. You wish to distribute a flyer in your neighbourhood, requesting people to donate their recyclable items.

Write the contents of the flyer.

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

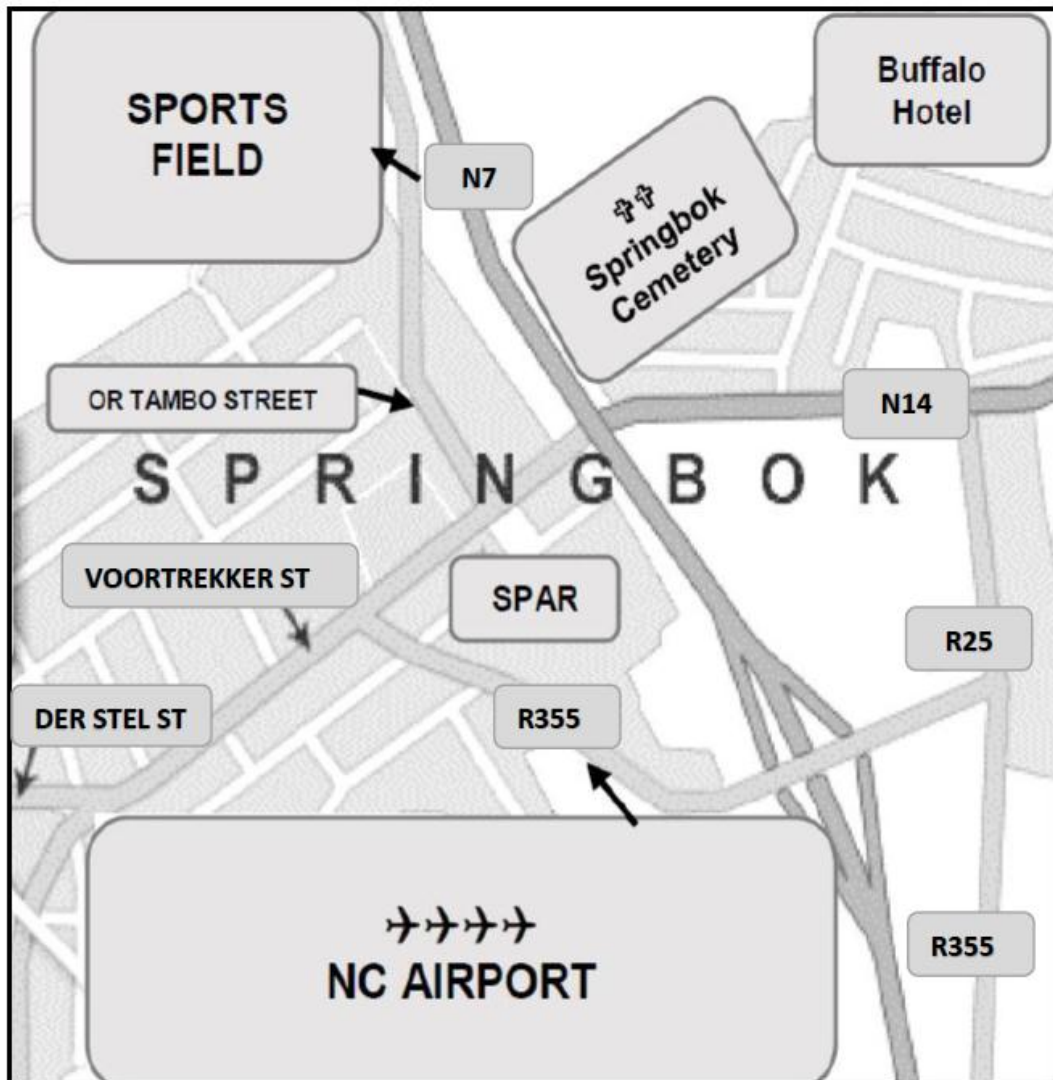
**[20]****3.2 DIARY ENTRIES**

Your older sister will be coming home from hospital with her newborn baby. Write TWO diary entries in which you express your feelings about the baby. The first entry must express how you felt BEFORE seeing the baby and the second entry must express how you felt AFTER the baby's first night at home.

Write the diary entries.

**[20]**

3.3 DIRECTIONS



[Source: [www.sa-venues.com](http://www.sa-venues.com)]

The athletics club you belong to has invited a group of athletes from other provinces to compete in the Northern Cape. Use the map provided to give directions from the airport to the sports field.

Write the directions you would give to the athletes.

In your response, you must include distances, turns and a landmark(s).

[20]

**TOTAL SECTION C:**

**20**

**GRAND TOTAL:**

**100**



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## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2023**

**MARKING GUIDELINES**

**MARKS: 100**

**These marking guidelines consist of 12 pages.**

## INSTRUCTIONS AND INFORMATION

These marking guidelines 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 candidates' 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:

- Adhere to the length of between 250 and 300 words as prescribed in the CAPS document. However, should the maximum word count be exceeded, refer to the *First Additional Language Examination Guidelines Grade 12, 2021*.
- No additional penalties may be imposed as the rubric itself imposes penalties.

#### 1.1 Family comes first.

Reflective/Argumentative/Discursive/Descriptive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 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 descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]**

**1.2 If I could design anything ...**

Descriptive/Reflective/Narrative/Argumentative/Discursive

- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and an interesting ending.
- 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 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.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]****1.3 You learn new things when you listen.**

Discursive/Reflective/Argumentative/Descriptive/Narrative

- 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 reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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 descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]**

**1.4 Courage cannot exist without fear.**

Argumentative/Discursive/Reflective/Descriptive/Narrative

- 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 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 reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and an interesting ending.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay/any other essay type, relevant to the topic.

**[50]****1.5 'If you want to lift yourself up, lift up someone else.' – Booker T Washington**

Discursive/Argumentative/Reflective/Narrative/Descriptive

- 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, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the candidate should create a picture in words, using 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/any other essay type, relevant to the topic.

**[50]**

**Interpretation of pictures**

The candidate:

- must give the essay a suitable title.
- may interpret the pictures in any way.
- may choose to write any type of essay.
- must link the interpretation to the picture.
- may write in any appropriate tense.

**1.6 Picture: A person tending cabbages**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: vegetables, planting cabbages, gardening
- Figurative interpretations: nutrition, green fingers, being in harmony with nature

**[50]****1.7 Picture: Child playing a musical instrument**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: music, childhood, hobby
- Figurative interpretations: happiness, therapy, upliftment

**[50]****1.8 Picture: Birds and a chain**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: flying birds, broken chain, escape
- Figurative interpretations: freedom, perseverance, unity

**[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:**

- Adhere to the length of between 120 and 150 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 E-MAIL**

An e-mail to the manager of a bus company.

- Allow for acceptable variations of format.
- The e-mail should be addressed to the manager of a bus company.
- The tone and register of the e-mail should be formal.
- The following aspects of format must be included:
  - The recipient's e-mail address
  - Subject
  - Salutation
  - Message
  - Conclusion
  - Suitable ending
  - Sender's name.
- The following information may be included:
  - CC: an e-mail address of another recipient whose attention is called to the e-mail.
  - Other alternative contact details at the end.
- The e-mail must include an explanation of what happened and the details of the forgotten item.

**NOTE:** Do NOT award marks for illustrations or drawings.

**[30]**

**2.2 FRIENDLY LETTER**

A letter to a friend.

- The letter should have an introduction, body and a conclusion.
- The tone and register of the letter should be friendly and informal.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending.
- The candidate must give advice on how to manage finances wisely. **[30]**

**2.3 REVIEW**

Book review

- The review must include the following:
  - The title of the book
  - The name of the author.
- The review must contain a brief discussion of:
  - Setting
  - Characterisation
  - Style of writing
  - Plot: outline of the story
  - Judgement and recommendation. **[30]**

**2.4 INTERVIEW**

An interview between an editor of a school magazine and a local celebrity.

- A brief context must be provided at the beginning of the interview.
- One speaker should probe the other by asking questions.
- The tone must be formal.
- The following aspects of the interview format must be included:
  - The names of the speakers written on the left side of the page.
  - A colon after the name of the character who is speaking.
  - A new line to indicate each new speaker. **[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 assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:**

- Adhere to the length of between 80 and 100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 FLYER**

A flyer requesting recyclable items.

- The following information must be included in the flyer, among others:
  - Eye-catching headline, slogan or logo
  - Catchy words and phrases should be used
  - Collection point and time/period
  - Contact details.
- The language may be formal or informal.
- The language must speak directly to the reader.
- A list of recyclable items may be included.

**NOTE:** Do NOT award marks for illustrations or drawings.

**[20]**

**3.2 DIARY ENTRIES**

Two diary entries, one before seeing the newborn baby and the other after the baby's first night at home.

- There must be TWO diary entries.
- Two different dates must be reflected.
- The entries must express the candidate's feelings before seeing the newborn baby and after the baby's first night at home.
- The diary entries must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

**[20]**

**3.3 DIRECTIONS**

Directions from the airport to the sports field.

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct order.
- Approximate distances, directions and a landmark(s) must be included.

**NOTE:** Do NOT award marks for illustrations or drawings.

**[20]**

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

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

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

**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>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p><b>18 MARKS</b></p>	<p><b>15–18</b></p> <ul style="list-style-type: none"> <li>-Outstanding response beyond normal expectations</li> <li>-Intelligent and mature ideas</li> <li>-Extensive knowledge of features of the type of text</li> <li>-Writing maintains focus</li> <li>-Coherence in content and ideas</li> <li>-Highly elaborated and all details support the topic</li> <li>-Appropriate and accurate format</li> </ul>	<p><b>11-14</b></p> <ul style="list-style-type: none"> <li>-Very good response demonstrating good knowledge of features of the type of text</li> <li>-Maintains focus – no digressions</li> <li>-Coherent in content and ideas, very well elaborated and details support topic</li> <li>-Appropriate format with minor inaccuracies</li> </ul>	<p><b>8-10</b></p> <ul style="list-style-type: none"> <li>-Adequate response demonstrating knowledge of features of the type of text</li> <li>-Not completely focused – some digressions</li> <li>-Reasonably coherent in content and ideas</li> <li>-Some details support the topic</li> <li>-Generally appropriate format but with some inaccuracies</li> </ul>	<p><b>5-7</b></p> <ul style="list-style-type: none"> <li>-Basic response demonstrating some knowledge of features of the type of text</li> <li>-Some focus but writing digresses</li> <li>-Not always coherent in content and ideas</li> <li>-Few details support the topic</li> <li>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul>	<p><b>0–4</b></p> <ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>12 MARKS</b></p>	<p><b>10–12</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free</li> </ul>	<p><b>8–9</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Generally grammatically accurate and well-constructed</li> <li>-Very good vocabulary</li> <li>-Mostly free of errors</li> </ul>	<p><b>6–7</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>-Some grammatical errors</li> <li>-Adequate vocabulary</li> <li>-Errors do not impede meaning</li> </ul>	<p><b>4-5</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Inaccurate grammar with numerous errors</li> <li>-Limited vocabulary</li> <li>-Meaning obscured</li> </ul>	<p><b>0–3</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>-Error-ridden and confused</li> <li>-Vocabulary not suitable for purpose</li> <li>-Meaning seriously impaired</li> </ul>

**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>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p><b>12 MARKS</b></p>	<p><b>10–12</b></p> <ul style="list-style-type: none"> <li>-Outstanding response beyond normal expectations</li> <li>-Intelligent and mature ideas</li> <li>-Extensive knowledge of features of the type of text</li> <li>-Writing maintains focus</li> <li>-Coherence in content and ideas</li> <li>-Highly elaborated and all details support the topic</li> <li>-Appropriate and accurate format</li> </ul>	<p><b>8-9</b></p> <ul style="list-style-type: none"> <li>-Very good response demonstrating good knowledge of features of the type of text</li> <li>-Maintains focus – no digressions</li> <li>-Coherent in content and ideas, very well elaborated and details support topic</li> <li>-Appropriate format with minor inaccuracies</li> </ul>	<p><b>6-7</b></p> <ul style="list-style-type: none"> <li>-Adequate response, demonstrating knowledge of features of the type of text</li> <li>-Not completely focused –some digressions</li> <li>-Reasonably coherent in content and ideas</li> <li>-Some details support the topic</li> <li>-Generally appropriate format but with some inaccuracies</li> </ul>	<p><b>4-5</b></p> <ul style="list-style-type: none"> <li>-Basic response, demonstrating some knowledge of features of the type of text</li> <li>-Some focus but writing digresses</li> <li>-Not always coherent in content and ideas</li> <li>-Few details support the topic</li> <li>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>8 MARKS</b></p>	<p><b>7–8</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well-constructed</li> <li>-Virtually error-free</li> </ul>	<p><b>5-6</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Generally grammatically accurate and well-constructed</li> <li>-Very good vocabulary</li> <li>-Mostly free of errors</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>-Some grammatical errors</li> <li>-Adequate vocabulary</li> <li>-Errors do not impede meaning</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Inaccurate grammar with numerous errors</li> <li>-Limited vocabulary</li> <li>-Meaning obscured</li> </ul>	<p><b>0–2</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>-Error-ridden and confused</li> <li>-Vocabulary not suitable for purpose</li> <li>-Meaning seriously impaired</li> </ul>