



# basic education

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

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**2023**

**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 and handed in. 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, 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 A special moment.
- 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 A special moment [50]
- 1.2 Life is a journey. [50]
- 1.3 A day without my cellphone [50]
- 1.4 Sometimes no response is the best response. [50]
- 1.5 'You are only on this planet to be you.' – Oprah Winfrey [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: [www.google.images.com](http://www.google.images.com)]

[50]

1.7



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

[50]

1.8



[Source: [www.google.images.com](http://www.google.images.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 FORMAL LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

#### 2.1 FORMAL LETTER

The area in which you live has been experiencing heavy flooding. You have not been able to attend extra classes for a few days.

Write a letter to your tutor, explaining your situation.

[30]

#### 2.2 REVIEW

A new film featuring your favourite actor/actress has just been released. As a well-known film fan, you have been asked to write a review for a popular entertainment website.

Write the review.

[30]

#### 2.3 NEWSPAPER ARTICLE

You received excellent service at a local clinic during a recent visit. You would like to share your positive experience with the public.

Write an article that will be published in your local newspaper.

[30]

#### 2.4 INTERVIEW

You want to do voluntary work at a school in your area. The principal of the school would like to know more about you and the skills that you are able to offer. He/She has invited you for an interview.

Write the interview.

**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 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 DIARY ENTRIES.
- Spend approximately 30 minutes on this section.

#### 3.1 DIARY ENTRIES

A friend, whom you met online, has visited your home during the holidays. You had mixed emotions about this visit and you decided to write your feelings in your diary.

Write TWO diary entries. The first entry must indicate how you felt BEFORE your friend's visit and the second entry must express how you felt AFTER your friend's visit.

[20]

#### 3.2 FLYER

You have a small business that sells hand-made products. In order to promote your business and products, you have decided to hand out flyers.

Write the content of the flyer.

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

[20]

#### 3.3 INSTRUCTIONS

Some parents in your community have asked you to help their children with their schoolwork. During the first session, you will provide these children with instructions on how to study effectively.

Write the list of instructions.

[20]

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



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## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**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 A special moment

Narrative/Descriptive/Reflective/Discursive/Argumentative

- 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.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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.

**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 Life is a journey.

Descriptive/Narrative/Reflective/Discursive/Argumentative

- 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.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- 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.

**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 A day without my cellphone

Narrative/Reflective/Descriptive/Discursive/Argumentative

- If narrative, the essay must have a strong story line and an interesting ending.
- 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 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.

**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 **Sometimes no response is the best response.**

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 **'You are only on this planet to be you.' – Oprah Winfrey**

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]

### 1.6–1.8 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: **Human hands**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a promise, togetherness
- Figurative interpretations: unity, friendship

[50]

#### 1.7 Picture: **Glasses/Spectacles**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: vision, eyesight
- Figurative interpretations: focus, perspective, ageing, fashion

[50]

#### 1.8 Picture: **A bird**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: wildlife
- Figurative interpretations: freedom, serenity

[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 FORMAL LETTER

A letter to a tutor.

- Allow for acceptable variations of the format, e.g. addresses.
- The letter must be addressed to a tutor.
- The tone and register of the letter must be formal.
- The letter must include an introduction, a body and a conclusion.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The following information must be included in the letter:
  - An explanation of the circumstances that led to the absenteeism.

[30]

2.2

## REVIEW

Review of a film.

- The review must include the following:
  - The title of the film.
  - The name of the producer/director.
- The review must contain a brief discussion of:
  - The setting
  - Characterisation
  - Type of film
  - The plot: outline of the story/key incidents
  - Judgement and recommendation.
- The review may contain a brief discussion on:
  - Sound effects
  - Camera angles

[30]

2.3

## NEWSPAPER ARTICLE

Newspaper article on excellent service.

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The style should be personal, addressing the reader.
- The language may be formal.
- The article should be stimulating to the reader.
- The article must provide the reader with examples of excellent service.

[30]

2.4

## INTERVIEW

An interview at a school.

- A brief context must be provided at the beginning of the interview.

The interview must be conducted by the school principal.

- 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 DIARY ENTRIES

Diary entries **before** and **after** a friend's visit.

- There must be TWO diary entries.
- The dates/times must be reflected.
- The entries must express the candidate's feelings before and after the friend's visit.
- The diary entries must be written in the first person.
- The language must be simple and informal (but not slang, colloquialism, abbreviations or SMS language).
- The tone must reflect suitable emotions.

**NOTE:** There must be some indication of the candidate's mixed feelings or emotions.

[20]

#### 3.2 FLYER

Flyer promoting a small business that sells hand-made products.

- The following information should be included in the flyer, **among others**:
  - Catchy words and phrases
  - Sufficient details of the hand-made products (e.g. type, price, colour etc.)
  - Contact details.

**NOTE:** No marks are awarded for illustrations.

[20]

3.3

### INSTRUCTIONS

Instructions to children on how to study effectively.

The instructions:

- may be in point or paragraph form.
- must be logical.
- must be written in the imperative.

[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><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>                                                                                                                                                                                                                                                             | <b>22–24</b>                                                                                                                                                                                                                       | <b>16–18</b>                                                                                                                                                                                                | <b>10–12</b>                                                                                                                                                                              | <b>4–6</b>                                                                                                                                                                                     |
|                                                                                                                                                                                                                                 |             | -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                                              | -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                                | -Satisfactory response<br>-Ideas are reasonably coherent and convincing<br>-Reasonably organised and coherent, including introduction, body and conclusion/ending                                           | -Inconsistently coherent response<br>-Unclear ideas and unoriginal<br>-Little evidence of organisation and coherence                                                                      | -Totally irrelevant response<br>-Confused and unfocused ideas<br>-Vague and repetitive<br>-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<br>-Mature and intelligent ideas<br>-Skilfully organised and coherent (connected), including introduction, body and conclusion/ending                                        | -Well-crafted response<br>-Relevant and interesting ideas<br>-Well organised and coherent (connected), including introduction, body and conclusion                                                                                 | -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                   | -Largely irrelevant response<br>-Ideas tend to be disconnected and confusing<br>-Hardly any evidence of organisation and coherence                                                        | -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>                                                                                                                                                                                                                                                             | <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<br>-Language confident, exceptionally impressive<br>-Compelling and rhetorically effective in tone<br>-Virtually error-free in grammar and spelling<br>-Very skilfully crafted | -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 | -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 | -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 | -Language incomprehensible<br>-Tone, register, style and vocabulary not appropriate to purpose, audience and context<br>-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<br>-Virtually error-free in grammar and spelling<br>-Skilfully crafted                                                                                                                                            | -Language engaging and generally effective<br>-Appropriate and effective tone<br>-Few errors in grammar and spelling<br>-Well crafted                                                                                              | -Adequate use of language with some inconsistencies<br>-Tone generally appropriate and limited use of rhetorical devices                                                                                    | -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>                                                                                                                                                                                                                                                                 | <b>4</b>                                                                                                                                                                                                                           | <b>3</b>                                                                                                                                                                                                    | <b>2</b>                                                                                                                                                                                  | <b>0–1</b>                                                                                                                                                                                     |
|                                                                                                                                                                                                                                 |             | -Excellent development of topic<br>-Exceptional detail<br>-Sentences, paragraphs exceptionally well-constructed                                                                                                                                                          | -Logical development of details<br>-Coherent<br>-Sentences, paragraphs logical, varied                                                                                                                                             | -Relevant details developed<br>-Sentences, paragraphs well-constructed<br>-Essay still makes sense                                                                                                          | -Some valid points<br>-Sentences and paragraphs faulty<br>-Essay still makes some sense                                                                                                   | -Necessary points lacking<br>-Sentences and paragraphs faulty<br>-Essay lacks sense                                                                                                            |



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

| Criteria                                                                                                                                                                                                     | Exceptional                                                                                                                                                                                                                                                                                                              | Skilful                                                                                                                                                                                                                                                                    | Moderate                                                                                                                                                                                                                                                                                | Elementary                                                                                                                                                                                                                                                                                    | Inadequate                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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                                    |

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

| Criteria                                                                                                                                                                                                             | Exceptional                                                                                                                                                                                                                                                                                                              | Skilful                                                                                                                                                                                                                                                                  | Moderate                                                                                                                                                                                                                                                                               | Elementary                                                                                                                                                                                                                                                                                     | Inadequate                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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                                    |