



Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahaalela: Letapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

ENGLISH FIRST ADDITIONAL LANGUAGE P3

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/key words etc.), 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 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, for example 1.1 If I could turn back time
- 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 If I could turn back time [50]
- 1.2 Footprints in the sand ... [50]
- 1.3 A significant change I went through [50]
- 1.4 Artificial intelligence and machines will replace educators in classrooms in the future [50]
- 1.5 “You have to believe in yourself when no one else does.” – **Serena Williams** [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: googlepictures.com] [50]

1.7



[Source: googlepictures.com] [50]

1.8



[Source: googlepictures.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, 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

Municipalities struggle to provide adequate water to local communities and schools, leading to unsanitary conditions and lack of drinking water. You have taken it upon yourself to write a letter to the local newspaper editor, highlighting the issue and suggesting potential solutions.

Write the letter.

[30]**2.2 DIALOGUE**

Your parents recently purchased you a new cell phone and have warned you not to take it to school. You were found playing a game on it during class, your phone was confiscated. You must inform your mother and request her to accompany you to school.

Write out the conversation that took place between yourself and your mother.

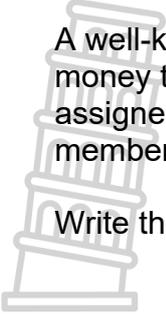
NOTE: Use the dialogue format.

[30]**2.3 MAGAZINE ARTICLE**

Students' well-being and health are very important, especially when examinations draw near. During this time, students frequently experience anxiety and discouragement, particularly in relation to their exam outcomes. As a writer for your school magazine, you have been tasked to write about this issue and offer advice on how they might get over their nervousness and frustration.

Write the magazine article.

[30]

2.4 SPEECH

A well-known former learner at your school has donated a substantial sum of money to purchase new sports equipment for your school. You have been assigned the responsibility of welcoming him to your school as a learner member of the sports committee.

Write the speech.

[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, for example 3.1 DIARY ENTRIES
- Spend approximately 30 minutes on this section.

3.1 DIARY ENTRIES

You entered a reading competition that you did not anticipate winning because you were unable to sufficiently prepare because of circumstances. In the end, you took first place and won a laptop.

Write TWO entries in your diary in which you say how you felt BEFORE and AFTER participating in the reading competition.

[20]**3.2 INVITATION CARD**

Your grandfather will shortly be retiring from employment. He has had a significant impact on the community, friends, and family. A surprise celebration is being held in his honour. Your family has assigned you the responsibility of helping send out the invitations.

Write the invitation.

NOTE: No marks are awarded for drawings or illustrations.

[20]**3.3 DIRECTIONS**

An athletics competition is being held by your local sports club, of which you are a member; numerous out-of-town sports clubs will be taking part. You have been tasked with providing directions from your town's entrance to the athletics event venue.

Write out the directions.

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

NOTE: No marks are awarded for drawings or illustrations.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



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GRADE 12

SEPTEMBER 2025

ENGLISH FIRST ADDITIONAL LANGUAGE P3 MARKING GUIDELINE

MARKS: 100



This marking guideline consists of 12 pages.

INSTRUCTIONS AND INFORMATION

These marking guidelines must be used in conjunction with the attached English FAL assessment rubrics for SECTIONS A, B and C.

NOTE: All pieces of writing should be read at least **TWICE** during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

SECTION A: ESSAY

QUESTION 1

INSTRUCTIONS TO MARKERS:

- Candidates are required to write on **ONE** topic only.
- The ideas listed below the topics are only **some ways** in which the topics can 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 grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

NOTE:

- Adhere to the length of 250–300 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence, 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 If I could turn back time

Narrative/Descriptive/Reflective/Discursive/Argumentative

- If narrative, the essay must have a strong story line and an interesting ending.
- If descriptive, the writer should create a picture in words using as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 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.

[50]

1.2 Footprints in the sand ...

Descriptive/Reflective/Narrative/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 emotional reactions and feelings the candidate experiences/experienced.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 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.

[50]

1.3 A significant change I went through

Reflective/Descriptive/Narrative/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced
- If descriptive, the writer 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 discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 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.

[50]

1.4 Artificial intelligence and machines will replace educators in classrooms in the future

Discursive/Argumentative/Reflective/Narrative/Descriptive

- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 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 emotional reactions and feelings the candidate experiences/experienced
- 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.

[50]

1.5 "You have to believe in yourself when no one else does." – Serena Williams

Reflective/Narrative/Descriptive/Discursive/Argumentative

- If reflective the essay should convey the emotional reactions and feelings the candidate experiences/experienced.
- 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 discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. 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 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.

[50]

Interpretation of pictures

The candidate:

- Must give the essay a suitable title
- May interpret the pictures in any way, relevant to the picture
- May choose to write any type of essay, relevant to the picture
- Must link the interpretation to the picture

1.6 **Picture: Females in the workplace**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: breaking gender stereotypes, woman empowerment, etc.
- Figurative interpretations: future of work, woman and construction, women are just as competent as men, etc.

[50]

1.7 **Picture: Child's hand in an adult's hand**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretation: a child's dependence on his parent, for guidance and safety, etc.
- Figurative interpretation: inheritance and legacy, mentoring etc.

[50]

1.8 **Picture: Nature has eyes**

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: nature is connected to us, the impact nature has on us, etc.
- Figurative interpretations: accountability to nature, the magic of nature, nature is watching us, etc.

[50]

TOTAL SECTION A: 50



SECTION B: LONGER TRANSACTIONAL TEXTS**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 120–150 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 LETTER TO THE PRESS

Letter to the editor.

- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter should be formal.
- The following aspects of format must be included:
 - Address of sender
 - Address of the recipient
 - Date
 - Greeting/Salutation
 - Subject line
 - Suitable ending
- The reasons/causes why municipalities struggle to supply communities and schools with water and among others suggestions/advice on how communities' schools might overcome this problem.

[30]

2.2 DIALOGUE

A conversation between you and your mother.

- The tone must be formal
- A brief scenario (context) must be sketched before the speakers start speaking.
- The names of the speakers must appear on the left-hand side of the page.
- A colon must appear after the name of each speaker.
- A new line must be used to indicate each speaker.
- Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas must be explored, among others:
 - Why the cell phone was confiscated (the reason).
 - Explanation of why the game was played in class.

[30]

2.3 MAGAZINE ARTICLE

An article for a magazine.

- The article must have a suitable heading.
- The article must have clearly defined paragraphs.
- The style should be personal, addressing the reader.
- The language must be formal.
- The article must make the reader aware of the reasons why learners are anxious and frustrated and among others must provide advice on how to overcome this.

[30]

2.4 SPEECH

A speech in which the donor of the money for sports equipment is thanked.

- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
 - An introduction that captures the listener's attention.
 - Well-developed points.
 - A suitable conclusion.
 - The speech must thank the donor of the money for sports equipment.

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXTS**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 80–100 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 ENTRY

The candidate's feelings BEFORE and AFTER the reading competition and winning the laptop.

- There must be two diary entries with two different times/dates.
- The entries must express the candidate's feelings before and after the reading competition.
- The diary entries must be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.
- The language may be formal or informal but not slang or colloquialism.

[20]**3.2 INVITATION CARD**

Invitation to a surprise retirement celebration event for grandfather.

- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.
- The following aspects of format must be included:
 - Name of invitee
 - Date
 - Venue
 - Time
- The following aspects of format may be included:
 - Dress code
 - RSVP



NOTE: The response may be in the form of a letter. No marks are awarded for drawings or illustrations.

[20]

3.3 DIRECTIONS



Directions from the point of entry to the venue.

- The directions may either be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct chronological order.
- Landmarks, approximate distances and specific directions must be included.

NOTE: No marks are awarded for drawings or illustrations.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]

Always use the rubric when marking the creative essay (Paper 3, SECTION A).

- o The marks from 0–50 have been divided into 5 major level descriptors.
- o In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower-level sub-category with the applicable mark range and descriptors.
- o Structure is not affected by the upper level and lower-level division.

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

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]

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

SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]

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