



Province of the  
**EASTERN CAPE**  
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo  
Provinsie van die Oos Kaap: Departement van Onderwys  
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

# **NATIONAL SENIOR CERTIFICATE**

## **GRADE 12**

### **SEPTEMBER 2026**

## **ENGLISH HOME LANGUAGE P3**

**MARKS: 100**

**TIME: 3 hours**

---

This question paper consists of 7 pages.

---

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections:

SECTION A: Essay (50)

SECTION B: Transactional texts (2 x 25) (50)

2. Answer ONE question from SECTION A and TWO questions from SECTION B.
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. use a mind map/diagram/flow chart/key words, etc.), edit and proofread your work. The planning must appear BEFORE the answer.
6. All planning must be clearly indicated as such. It is advisable to draw a line across all planning.
7. You are strongly advised to spend your time as follows:
- SECTION A: approximately 100 minutes
- SECTION B: approximately 80 minutes (2 x 40 minutes)
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading, as indicated by the question.

**NOTE:** The title/heading must NOT be considered when doing a word count.

10. Write neatly and legibly.

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

- Write an essay of 400–450 words (2–2½ pages) on ONE of the following topics.
- Write down the NUMBER and TITLE/HEADING of your essay.

1.1 It was the kind of conversation you could only hold in whispers. [50]

1.2 'The first stab of love is like a sunset, a blaze of colour – oranges, pearly pinks, vibrant purples ...'  
[Anna Godbersen] [50]

1.3 Champions are defined by the grind, not the crown. [50]

1.4 Modern society offers a glaring shortage of reliable role models. [50]

1.5 'The smaller my circle got, the clearer my vision became.'  
[Trent Shelton] [50]

The pictures reproduced on pages 4 and 5 may evoke some reaction or feeling in you or stir your imagination.

- Select ONE picture and write an essay in response.
- Provide your essay with a suitable title.
- Write the question number (1.6, 1.7 OR 1.8) of your choice.

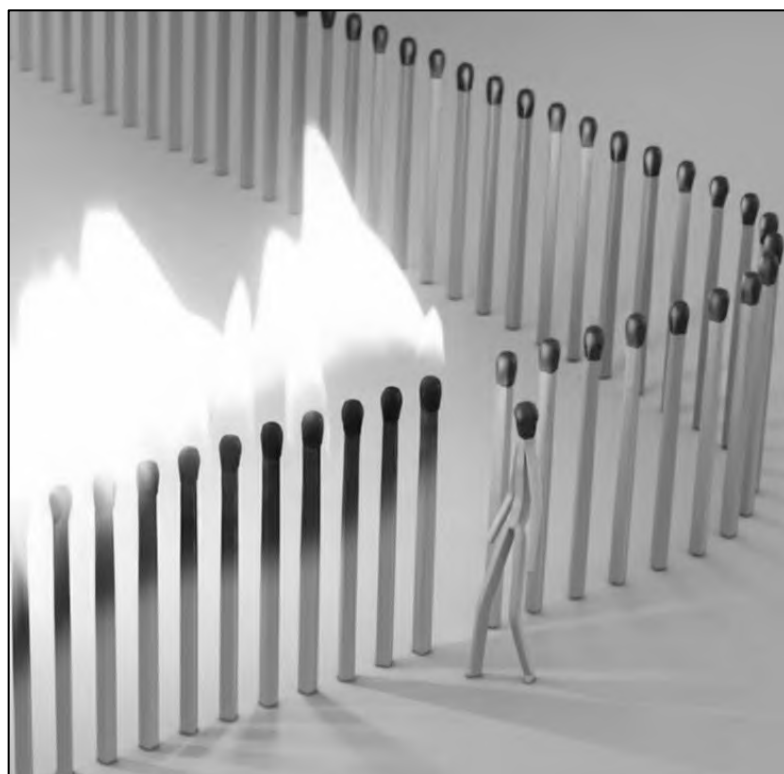
**NOTE:** There must be a clear link between your essay and the picture you have chosen.

1.6

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

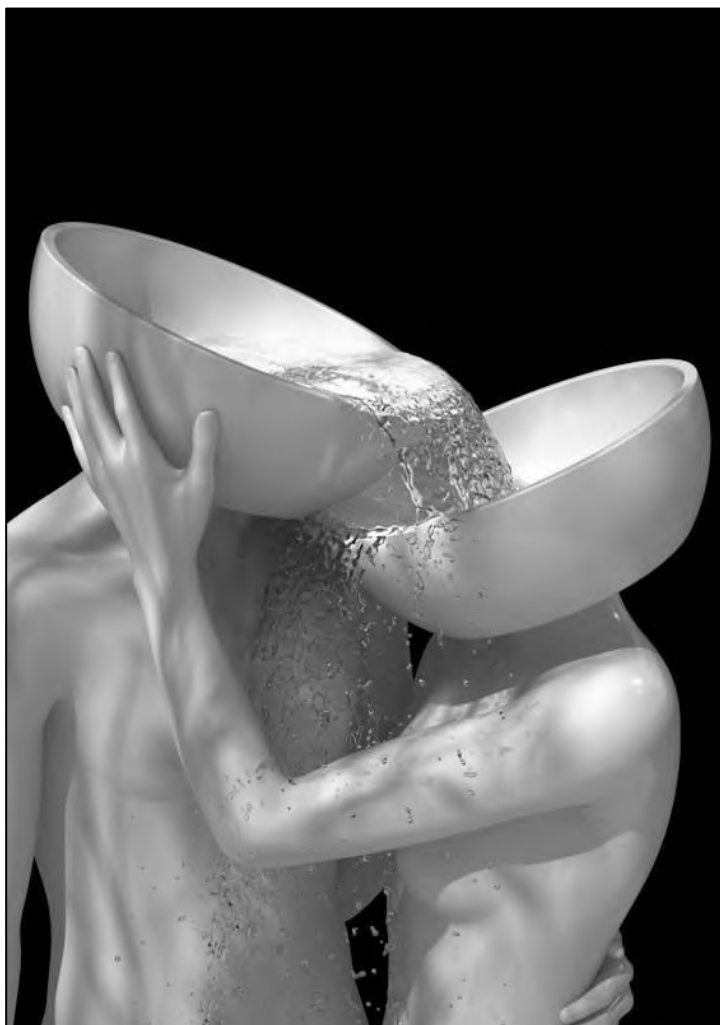
[50]

1.7

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

[50]

1.8



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

[50]

**TOTAL SECTION A: 50**

**SECTION B: TRANSACTIONAL TEXTS****QUESTION 2**

- Respond to TWO of the following topics.
- The body of EACH answer should be 180–200 words (20–25 lines) in length.
- Pay careful attention to the following:
  - Content and planning
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format, structure and editing
- Write down the NUMBER and the TITLE/HEADING of the text you have chosen, for example 2.1 E-MAIL

**2.1 E-MAIL**

You recently made use of a popular food delivery app, *BiteBlitz*, that failed to fulfil its promise of quick service and fresh meals for busy evenings.

Write the e-mail that you will send to the customer support team. **[25]**

**2.2 MAGAZINE ARTICLE**

Your school magazine seeks contributions with practical advice for parents/guardians helping Grade 12 learners prepare for final exams.

Write an article titled HOW PARENTS CAN BE GAME-CHANGERS: SIMPLE SUPPORT STRATEGIES FOR STRESSED TEENS. **[25]**

**2.3 DIALOGUE**

You and your best friend have discovered that a popular student is being bullied on a social media platform. Your friend wants to join in to stay 'cool' but you believe it should be reported.

Write the dialogue that ensues as you try to change your friend's mind. **[25]**

**2.4 LETTER TO THE PRESS**

Recent health reports highlight rising obesity rates alongside the body positivity movement, creating confusion for teens about healthy living versus self-acceptance.

Write a letter to the editor in which you express your views. **[25]**

## 2.5 FORMAL REPORT

Many learners still face significant challenges in accessing digital educational content. As the RCL leader, you have been tasked to investigate the barriers to online learning faced by learners in your school.

Write the report that you will submit to the Chairperson of the SGB.

[25]

## 2.6 OBITUARY

A much loved support staff member, whose quiet acts of kindness extended far beyond his/her duties, has passed away suddenly. He/she supported struggling learners by offering words of encouragement, mending clothing items and providing packed lunches – no thanks expected – for over twenty years.

Write his/her obituary.

### Glossary:

Support staff: all non-teaching personnel

[25]

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**



# **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2026**

## **ENGLISH HOME LANGUAGE P3 MARKING GUIDELINE**

**MARKS: 100**

---

This marking guideline consists of 10 pages.

---

**INFORMATION FOR THE MARKER**

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas and the conclusion.

**SUGGESTED APPROACH TO MARKING****SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on page 8–9 of these marking guidelines.

| <b>CRITERIA USED FOR ASSESSMENT</b> |              |
|-------------------------------------|--------------|
| <b>CRITERIA</b>                     | <b>MARKS</b> |
| CONTENT AND PLANNING (60%)          | 30           |
| LANGUAGE, STYLE AND EDITING (30%)   | 15           |
| STRUCTURE (10%)                     | 5            |
| TOTAL                               | 50           |

1. Read the whole piece and decide on a category for CONTENT and PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE and EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

**SECTION B: TRANSACTIONAL TEXTS**

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 10 of these marking guidelines.

| <b>CRITERIA USED FOR ASSESSMENT</b> |              |
|-------------------------------------|--------------|
| <b>CRITERIA</b>                     | <b>MARKS</b> |
| CONTENT, PLANNING AND FORMAT (60%)  | 15           |
| LANGUAGE, STYLE AND EDITING (40%)   | 10           |
| TOTAL                               | 25           |

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

**NOTE:**

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

**NOTE:**

- The points given below each topic in these marking guidelines serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

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

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, discursive, argumentative, or any combination of these.

**1.1 It was the kind of conversation you could only hold in whispers.**

- Reflective/descriptive/argumentative/discursive/narrative.
- Candidates could focus on intimate/secret dialogues regarding forbidden love, cultural taboos, family secrets, political dissents etc.

**[50]****1.2 'The first stab of love is like a sunset, a blaze of colour – oranges, pearly pinks, vibrant purples ...'****[Anna Godbersen]**

- Reflective/descriptive/argumentative/discursive/narrative.
- Candidates could focus on romantic love/familial love/friendship or any facet of life that evokes passion.
- Candidates could focus on themes like the vibrant intensity of love; the pain/unexpected nature of love; the fleeting beauty of love; the transformative nature of love etc.

**[50]****1.3 Champions are defined by the grind, not the crown.**

- Narrative/argumentative/discursive/reflective/descriptive.
- Candidates could focus on themes like perseverance/effort over glory/superficial victory (e.g. athletes, students).

**[50]****1.4 Modern society offers a glaring shortage of reliable role models.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Candidates may agree or disagree.
- Candidates could focus on the need for true heroes (e.g. teachers/activists/personal mentors/community leaders etc.) versus influencers/celebrities.

**[50]**

**1.5 ‘The smaller my circle got, the clearer my vision became.’****[Trent Shelton]**

- Narrative/reflective/argumentative/discursive/descriptive.
- Candidates may agree or disagree.
- Candidates could focus on themes like loyalty; the importance of quality over quantity in relationships; the importance of eliminating superficial or toxic people/distractions in order to gain clarity/focus or achieve goals/desires etc. **[50]**

**1.6 Driving away on an open road.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and/or mixed responses.
- Candidates could focus on themes like freedom, escape, nature, travel etc. **[50]**

**1.7 Match figure stepping back.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and/or mixed responses.
- Candidates could focus on themes like individuality, being unique, not following the crowd. **[50]**

**1.8 Pouring into each other’s cups.**

- Narrative/reflective/descriptive/argumentative/discursive.
- Credit literal, figurative and/or mixed responses.
- Candidates could focus on themes like Ubuntu, relationships, human connection, brainwashing etc. **[50]**

**TOTAL SECTION A: 50**

**SECTION B: TRANSACTIONAL TEXTS****QUESTION 2**

Candidates are required to respond to TWO of the topics set. The body of each response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

**2.1 E-MAIL**

- Candidates should describe specific order problems (e.g. cold food, missing items and delays).
- Candidates could request refunds/better delivery standards/driver training etc.
- Format: sender's and recipient's e-mail addresses, subject line, salutation and signing off, appropriate register and tone

**[25]****2.2 MAGAZINE ARTICLE**

- Candidates should offer tips/support methods for parents.
- Candidates could discuss strategies like consistent routines, open communication, celebrating small wins, creating distraction-free study zones, cooking brain-boosting meals etc.
- Format: headline is essential; by-line is optional

**[25]****2.3 DIALOGUE**

- The conversation could have a positive/negative/mixed outcome.
- Conflict between peer pressure vs moral obligation should be clear.
- Candidates could highlight possible consequences (criminal proceedings, moral aspects etc.).
- Tone must be persuasive.
- Valid dialogue format should be used.

**[25]****2.4 LETTER TO THE PRESS**

- Candidates should express their views on the conflicting messages on body image and obesity affecting the youth.
- Candidates could discuss impact on self-esteem, health risks associated with obesity, social media pressure etc.
- Candidates could propose solutions such as balanced education that promotes body positivity alongside healthy living/balanced nutrition/benefits of exercise.
- Format: own address, date, addressee, subject line, salutation and signing-off

**[25]**

**2.5 FORMAL REPORT**

- Candidates should focus on issues affecting connectivity (e.g. lack of infrastructure, high cost of data, the digital divide, resource inequality etc.)
- Candidates could recommend solutions like school hotspots etc.
- Formal register and tone.
- Format: Title, terms of reference, procedure, findings, conclusion, and recommendations, sign-off, date

**[25]****2.6 OBITUARY**

- Candidates should focus on the biographical details regarding the support staff member's life, sudden passing and his/her impact on/contribution to the lives of struggling learners.
- Candidates must avoid eulogizing /providing a personal, emotive account.

**[25]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**

**SECTION A: ASSESSEMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]****NOTE:**

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper-level and a lower-level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper-level and lower-level division.

| Criteria                                                                                                                                                         |             | Exceptional                                                                                                                                                                                                                          | Skilful                                                                                                                                                                                                       | Moderate                                                                                                                                                                                       | Elementary                                                                                                                               | Inadequate                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT AND PLANNING</b><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.<br>- 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.           |

| LANGUAGE,<br>STYLE AND<br>EDITING | Upper level | 14–15                                                                                                                                                                                                                                                                                                                                            | 11–12                                                                                                                                                                                                                                                                                                          | 8–9                                                                                                                                                                                                                                                                                     | 5–6                                                                                                                                                                                                                                                         | 0–3                                                                                                                                                                                                                                                               |
|-----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |             | <ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>- Language confident, exceptionally impressive – compelling and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Highly skilfully crafted.</li> </ul> | <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Language is effective and a consistently appropriate tone is used.</li> <li>- Largely error-free in grammar and spelling.</li> <li>- Very well crafted.</li> </ul> | <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Appropriate use of language to convey meaning.</li> <li>- Tone is appropriate.</li> <li>- Rhetorical devices used to enhance content.</li> </ul> | <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Very basic use of language.</li> <li>- Diction is inappropriate.</li> <li>- Very limited vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>- Language incomprehensible</li> <li>- Tone, register, style and vocabulary not appropriate to purpose, audience and context.</li> <li>- Vocabulary limitations so extreme as to make comprehension impossible.</li> </ul> |
| STRUCTURE                         | Lower level | 13                                                                                                                                                                                                                                                                                                                                               | 10                                                                                                                                                                                                                                                                                                             | 7                                                                                                                                                                                                                                                                                       | 4                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                   |
|                                   |             | <ul style="list-style-type: none"> <li>- Language excellent and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Skilfully crafted.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>- Language engaging and generally effective</li> <li>- Appropriate and effective tone.</li> <li>- Few errors in grammar and spelling.</li> <li>- Well-crafted</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>- Adequate use of language with some inconsistencies.</li> <li>- Tone generally appropriate and limited use of rhetorical devices.</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>- Inadequate use of language.</li> <li>- Little or no variety in sentence.</li> <li>- Exceptionally limited vocabulary.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>- Necessary points lacking.</li> <li>- Sentences and paragraphs faulty.</li> </ul>                                                                                                                                         |
| MARKS RANGE                       |             | 40–50                                                                                                                                                                                                                                                                                                                                            | 30–39                                                                                                                                                                                                                                                                                                          | 20–29                                                                                                                                                                                                                                                                                   | 10–19                                                                                                                                                                                                                                                       | 0–9                                                                                                                                                                                                                                                               |

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]**

| Criteria                                                                                                                                                                                      | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                         | Skilful                                                                                                                                                                                                                                                                                                                                            | Moderate                                                                                                                                                                                                                                                                                                                                                             | Elementary                                                                                                                                                                                                                                                                                                                                                                               | Inadequate                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT PLANNING AND FORMAT</b><br>Response and ideas<br>Organisation of ideas for planning<br>Purpose, audience and features/conventions and context<br><b>15 MARKS</b>                   | <b>13–15</b><br><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> | <b>10–12</b><br><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> | <b>7–9</b><br><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> | <b>4–6</b><br><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>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul> | <b>0–3</b><br><ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscured with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul> |
| <b>LANGUAGE, STYLE AND EDITING</b><br>Tone, register, style, purpose/effect, audience and context<br>Language use and conventions.<br>Word choice<br>Punctuation, spelling<br><b>10 MARKS</b> | <b>9–10</b><br><ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>                                                                                                                                                                    | <b>7–8</b><br><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>                                                         | <b>5–6</b><br><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>                                                                                                       | <b>3–4</b><br><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 is obscured.</li> </ul>                                                                                                                | <b>0–2</b><br><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 obscured.</li> </ul>                                         |
| <b>MARKS RANGE</b>                                                                                                                                                                            | <b>20–25</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>15–19</b>                                                                                                                                                                                                                                                                                                                                       | <b>10–14</b>                                                                                                                                                                                                                                                                                                                                                         | <b>5–9</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>0–4</b>                                                                                                                                                                                                                                                                                                                     |