



**basic education**

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

**OFFICIAL LANGUAGES:  
HOME LANGUAGE**

**EXAMINATION GUIDELINES**

**GRADE 12  
2014**

**These guidelines consist of 24 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Official Languages: Home Language outlines the nature and purpose of the subject Official Languages: Home Language. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in Official Languages: Home Language.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA).

These guidelines should be read in conjunction with the following policy documents (available at schools, district offices and on the website – [www.education.gov.za/www.thutong.org.za](http://www.education.gov.za/www.thutong.org.za)):

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Official Languages: Home Language*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12
- Circular S13 of 2013 (Literature)

### Disjunctive and Conjunctive Orthography in Languages

Disjunctive Orthography	Conjunctive Orthography
English	IsiXhosa
Afrikaans	IsiNdebele
Sepedi	IsiZulu
Sesotho	Siswati
Setswana	
Tshivenda	
Xitsonga	

## 2. PURPOSE

The purpose of these guidelines is to standardise the setting and marking of examinations in all eleven official languages in respect of:

- Number of sections
- Lengths and types of texts
- Types and levels of questions
- Allocation of marks
- Marking memoranda/assessment rubrics.

### 3. PAPER 1 (Language in context)

#### FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPERS

##### 3.1 Cover Page

The cover page must contain the following information:

- Subject, level and paper
- Time
- Marks
- Number of pages.

<p style="text-align: center;">.... Home Language</p> <p style="text-align: center;">Paper One (Language in Context)</p> <p style="text-align: center;">November/March ... (year of exam)</p> <p style="text-align: center;">Time: 2 hours</p> <p style="text-align: center;">Marks: 70</p> <p style="text-align: center;">This paper consists of ....pages.</p>
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##### 3.2 Instructions and Information Page

1. This question paper consists of THREE SECTIONS:

SECTION A: Comprehension	(30 marks)
SECTION B: Summary	(10 marks)
SECTION C: Language in context	(30 marks)

2. Answer ALL the questions.
3. Start EACH section on a NEW page.
4. Rule off after each section.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Leave a line after each answer.
7. Pay special attention to spelling and sentence construction.
8. Suggested time allocation:

SECTION A:	50 minutes
SECTION B:	30 minutes
SECTION C:	40 minutes
9. Write neatly and legibly.

**3.3 SECTION A: COMPREHENSION – 30 marks****HOME LANGUAGE****QUESTION 1**

- **Select TWO texts** – ONE prose and ONE visual. The visual text must be related to the prose text.

- **Reading length**

**Text A (Prose):**

Disjunctive orthography: 700–800 words

Conjunctive orthography: 500–560 words.

**Text B (Visual/graphic):**

Do not count the words in the visual.

Can be of any genre

**Marks: minimum of 6 and a maximum of 10 marks.**

**Focus of questions must be on the visual information**

**Test comprehension in context**

**NOTE:**

There will be:

- Comparative questions based on the two texts (**maximum 4 marks**)
- A maximum of 2 open-ended questions
- Only 1 multiple-choice question

**Setting the comprehension questions**

When setting questions the following must be considered:

- **The cognitive demands (see CAPS section 4)**

Always start with easy questions, followed by medium and then higher- order questions.

Various types of questions will be set in such a way that **ALL** the cognitive levels are catered for in the proportions indicated in each section.

Levels 1 and 2: 40% of total for section

Level 3: 40% of total for section

Levels 4 and 5: 20% of total for section

Refer to pages 23–25 for types of questions.

- **The levels of difficulty**

Questions can be divided into different levels of difficulty within a particular cognitive level.

- **Refer to page 23**

**Points to consider**

- Texts should be grade and level appropriate.
- Adapt/Edit text if necessary. Ensure that the text is coherent.
- Use Standard language. Language/Expression should be appropriate in context.
- Avoid the following: contractions; slang; colloquialisms; vulgar language.
- Number paragraphs and lines correctly.
- Written texts must be retyped.
- Acknowledge the source of a text.
- As far as possible, questions should follow the sequence of the text.
- As far as possible, lower-order questions should precede middle- and higher-order questions.
- Where applicable, questions should explicitly indicate that substantiation/motivation/justification is required.
- Characters in visual texts should be clearly identified.
- In a cartoon, pictures/frames/panels should be clearly numbered.
- Multiple-choice question: there should be four options for candidates to choose from.

**Marking the Comprehension**

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For open-ended questions, no marks should be awarded for YES/NO/ or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/
- OPINION. The reason/substantiation/motivation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark only the first two/three.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

3.4 **SECTION B: SUMMARY – 10 MARKS**

**QUESTION 2**

Candidates will be instructed to summarise **in paragraph** form only.  
Candidates should not quote verbatim.

**Length of text:**

*Disjunctive:* approximately 350 words  
*The summary should not exceed 90 words.*

*Conjunctive:* 270 words  
*The summary should not exceed 70 words.*

**NOTE: The summary text should not come from the comprehension passage.**

**Selecting the text and setting the summary**

- The type of text chosen for the summary should afford candidates the opportunity to demonstrate ability to identify the main points/arguments from the examples which illustrate them.
- The instructions to candidates must be clear as to what is expected of them to summarise.
- Candidates should not quote verbatim (word for word from the text).
- Heading/title: Candidates should not be required to provide a heading/title.
- Indicate the number of words used in brackets.

**Setting the memorandum**

**The memorandum must be completed in both paragraph and point form. Points must be placed in a table with the quotations on the one side and the 'points/own words' on the other side.**

	Quotation		Own words/Points
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	

**Marking the summary**

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10
- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks
- **Distribution of Language marks when candidate has quoted verbatim:**
  - 6–7 quotations: award no language mark
  - 1–5 quotations: award 1 language mark

**NOTE:**

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**EXAMPLE**

Language	Sentence/Phrase			No. of words
ENGLISH	<i>I</i>	<i>walk</i>		2
AFRIKAANS	<i>Ek</i>	<i>loop</i>		2
SEPEDI	<i>Ke</i>	<i>a</i>	<i>sepela</i>	3
SESOTHO/SETSWANA	<i>Ke</i>	<i>a</i>	<i>tsamaya</i>	3
TSHIVENDA	<i>Ndi</i>	<i>a</i>	<i>tshimbila</i>	3
XITSONGA	<i>Mina</i>	<i>ndza</i>	<i>famba</i>	3
ISIZULU/SISWATI	<i>Ngiyahamba</i>			1
ISIXHOSA	<i>Ndiyahamba</i>			1
ISINDEBELE	<i>Ngiyakhamba</i>			1



3.5 **SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS (assessed in context) 30 MARKS**  
**THREE QUESTIONS as indicated below:**

**Will test the following:**

Vocabulary and language use  
Sentence structures  
Critical language awareness

**QUESTION 3:**

**1 or 2 advertisement/s (combination of visual and written/verbal):**  
**10 marks**

**QUESTION 4:**

**1 or 2 cartoon/s (single and/or multiple frames):**  
**10 marks**

**QUESTION 5:**

**Prose: 10 marks**

**Length of text:**

*Disjunctive:* 150–200 words.

*Conjunctive:* 120–150 words.

**NOTE:**

**There will be:**

- 2 open-ended questions in SECTION C (1 in the advert and 1 in the cartoon)
- A maximum of 2 multiple-choice questions.

**Setting the questions**

- Questions should follow the sequence of the text.
- If possible, lower-order questions should precede middle- and higher-order questions.
- Characters in visual texts should be clearly identified.
- Pictures/frames/panels in cartoons should be clearly numbered
- The three/four components as outlined in the CAPS must be included.

Refer to the CAPS: Section 3.2 and Appendix 1

**Marking Section C**

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.

**4. PAPER 2 (Literature)****4.1 Framework for setting the paper****FORMAT**

The paper consists of THREE sections:

SECTION A: Poetry (30 marks)

SECTION B: Novel (25 marks)

SECTION C: Drama (25 marks)

Candidates will be required to answer a total of **FIVE** questions from **THREE** sections for 80 marks as shown below:

**SECTION A: POETRY: 30 MARKS****QUESTIONS 1–4: SEEN (PRESCRIBED) POEMS**

- Set on four poems as follows:  
QUESTION 1: Essay question  
QUESTIONS 2–4: Contextual questions  
MARKS:  $10 \times 2 = 20$

**NOTE:** Candidates can answer **ANY TWO** questions.

**QUESTION 5: UNSEEN POEM (not prescribed)**

- Compulsory
- Contextual

MARKS: 10

**LENGTH OF POETRY ESSAY**

Disjunctive: 250–300 words

Conjunctive: 190–240 words

**SECTION B: NOVEL: 25 MARKS****QUESTIONS 6–11**

There is a choice between an ESSAY and a CONTEXTUAL question on each novel.

**LENGTH OF ESSAYS**

Disjunctive: 400–450 words

Conjunctive: 340–390 words

**LENGTH OF EXTRACT(S)**

- 1 extract:  
Disjunctive: approximately 350–450 words  
Conjunctive: 200–350 words
- 2 extracts:  
Disjunctive: approximately 250 words each  
Conjunctive: 175 words each

**SECTION C : DRAMA: 25 MARKS****QUESTIONS 12–15**

There will be a choice between an ESSAY and a CONTEXTUAL question for each drama.

**LENGTH OF ESSAYS**

Disjunctive: 400–450 words

Conjunctive: 340–390 words

**LENGTH OF EXTRACT(S)**

- 1 extract:  
Disjunctive: approximately 350–450 words  
Conjunctive: 200–350 words
- 2 extracts:  
Disjunctive: approximately 250 words each  
Conjunctive: 175 words each

**NOTE:** Names of speakers should not be counted as part of the extract.  
Stage directions should be counted as part of the extract.

**NOTE:** Candidates must attempt ONE ESSAY question and ONE CONTEXTUAL question from either SECTION B or SECTION C.

**4.2 Structure of the question paper**

The question paper will consist of a cover page, an instruction and information page, a table of contents page, instructions for each section, the questions and a checklist.

**4.3 Cover Page**

The cover page must contain the following information:

- Subject, level and paper
- Time
- Marks
- Number of pages.

.... Home Language
Paper Two (Literature)
November/March ... (year of exam)
Time: 2½ hours
Marks: 80
This paper consists of ....pages.

#### 4.4 Instructions and information

This page should contain the following information:

1. Read these instructions carefully before you begin to answer questions.
2. Do not attempt to read the entire question paper. Consult the table of contents on the next page and mark the numbers of the questions set on texts you have studied this year. Thereafter, read these questions and choose the ones you wish to answer.
3. This question paper consists of **THREE** sections:  
SECTION A: Poetry: (30)  
SECTION B: Novel: (25)  
SECTION C: Drama: (25)
4. Answer **FIVE** questions in all: **THREE** in SECTION A, **ONE** in SECTION B and **ONE** in SECTION C as follows:  
**SECTION A: POETRY**  
SEEN POEMS – Answer **TWO** questions.  
UNSEEN POEM – **COMPULSORY** question  
**SECTION B: NOVEL**  
Answer **ONE** question.  
**SECTION C: DRAMA**  
Answer **ONE** question.
5. **CHOICE OF ANSWERS FOR SECTIONS B (NOVEL) AND C (DRAMA)**
  - Answer questions **ONLY** on the novel and the drama you have studied.
  - Answer **ONE ESSAY QUESTION** and **ONE CONTEXTUAL QUESTION**. If you answer the essay question in SECTION B, you must answer the contextual question in SECTION C. If you answer the contextual question in SECTION B, you must answer the essay question in SECTION C. Use the checklist to assist you.
6. **LENGTH OF ANSWERS**
  - Essay question on Poetry should be answered in about 250–300 words for disjunctive orthography and 190–240 words for conjunctive orthography.
  - Essay questions on the Novel and Drama sections should be answered in 400–450 words for disjunctive orthography and 300–360 words for conjunctive orthography.
  - The length of answers to contextual questions should be determined by the mark allocation. Candidates should aim for conciseness and relevance.
7. Follow the instructions at the beginning of each section carefully.
8. Number your answers correctly according to the numbering system used in this question paper.
9. Start **EACH** section on a **NEW** page.
10. Suggested time management:  
SECTION A: approximately 40 minutes  
SECTION B: approximately 55 minutes  
SECTION C: approximately 55 minutes
11. Write neatly and legibly.

4.5 **Table of Contents**

This page will enable candidates to choose the questions they wish to answer without having to read through the entire question paper.

<b>SECTION A: POETRY</b>		
<b><i>Seen (Prescribed) Poems: Answer ANY TWO questions.</i></b>		
<b>QUESTION NO.</b>	<b>QUESTION</b>	<b>PAGE NO.</b>
1. (Title of poem)	Essay question	
2. (Title of poem)	Contextual question	
3. (Title of poem)	Contextual question	
4. (Title of poem)	Contextual question	
<b>AND</b>		
<b><i>Unseen Poem: Compulsory</i></b>		
5. (Title of poem)	Contextual question	
<b>SECTION B: NOVEL</b>		
<b><i>Answer ONE question.*</i></b>		
6. (Novel 1 title)	Essay question	
7. (Novel 1 title)	Contextual question	
8. (Novel 2 title)	Essay question	
9. (Novel 2 title)	Contextual question	
10. (Novel 3 title)	Essay question	
11. (Novel 3 title)	Contextual question	
<b>SECTION C: DRAMA</b>		
<b><i>Answer ONE question.*</i></b>		
12. (Drama 1 title)	Essay question	
13. (Drama 1 title)	Contextual question	
14. (Drama 2 title)	Essay question	
15. (Drama 2 title)	Contextual question	

**\*NOTE:**

In SECTIONS B and C, ONE of the questions answered must either be an ESSAY or a CONTEXTUAL question. You may NOT answer TWO essay or TWO contextual questions.

A checklist should be provided to assist candidates to see whether they have answered the required number of questions.

<b>SECTION</b>	<b>QUESTION NUMBERS</b>	<b>NO.OF QUESTIONS ANSWERED</b>	<b>TICK</b>
A: Poetry Seen			

## Examination Guidelines

(Prescribed) Poems	1–4	2	
A: Poetry (Unseen Poem)	5	1	
B: Novel (Essay OR Contextual)	6–11	1	
C: Drama (Essay OR Contextual)	12–15	1	
<b>NOTE:</b> In SECTIONS B and C, ensure that you have answered ONE ESSAY and ONE CONTEXTUAL question. You may not answer TWO essay or TWO contextual questions.			

**Instructions for each section**

The instructions at the beginning of each section should inform candidates of the choices they have to make and the number of questions they are required to answer.

The number of marks should serve as a guide to the length of the answer expected.

Where applicable, questions should explicitly indicate that substantiation/motivation/justification is required.

When setting questions, the following must be considered:

- **The cognitive demands**

Various types of questions will be set in such a way that **ALL** the cognitive levels are catered for in the proportions indicated in each question.

Levels 1 and 2: 40% of total for section  
 Level 3: 40% of total for section  
 Levels 4 and 5: 20% of total for section

Refer to pages 22–24 for types of questions.

- **The levels of difficulty**

Questions can be divided into different levels of difficulty within a particular cognitive level.

Refer to page 22.

**Marking Guidelines**

1. Wherever a candidate has answered more than the required number of questions, mark only the first answer/response. **(The candidate may not answer the essay and the contextual question on the same genre.)**
2. If a candidate has answered all four questions in SECTION A, (seen poems), mark only the first two.
3. If a candidate has answered two contextual or two essay questions in SECTIONS B and C, mark the first one and ignore the second. If a candidate has answered all four questions, mark only the first answer in each SECTION, provided that one contextual and one essay have been answered.
4. If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the next.
5. If answers are incorrectly numbered, mark according to the memo.
6. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
7. *Essay questions*  
 If the essay is shorter than the required word count, do not penalise, because the candidate has already penalised him/herself. If the essay is too long, assess on merit and discuss with senior markers. **Use the assessment rubrics in**

**Appendix A and B to assess candidates' essays.**8. *Contextual questions*

If the candidate does not use inverted commas when asked to quote, do not penalise.

9. For **open-ended questions**, no marks should be awarded for YES/NO/ or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.

10. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

**FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPERS**5.1 **Cover page**

The cover page must contain the following information:

- Subject, level, paper and year
- Time
- Marks
- Number of pages.

<p>... Home Language</p> <p>Paper Three (Writing)</p> <p>November/March ... (year of exam)</p> <p>Marks: 100</p> <p>Time: 2½ hours</p> <p>This question paper consists of ... pages.</p>
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5.2 **Instructions and Information page**

1. This question paper consists of TWO SECTIONS:  
SECTION A: Essay: 50 marks  
SECTION B: Transactional Texts: 2 x 25 = 50 marks  
**NOTE:** Candidates are required to answer TWO questions from this section.
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 (using a mind map/diagram/flow chart/key words, etc.), edit and proof-read your work. The plan must appear BEFORE the essay.
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 your time as follows:  
SECTION A: approximately 80 minutes  
SECTION B: approximately 35 x 2 minutes
8. Number the answers correctly according to the numbering system used in this question paper.
9. The title/heading must not be considered when doing a word count.
10. Write neatly and legibly.

**5.3 SECTION A: ESSAY****QUESTIONS 1–8**

Candidates will be expected to answer **ONE** essay question.

**Length of essay**

Disjunctive Orthography: 400–450 words

Conjunctive Orthography: 340–390 words

**Types of essays to be set**

Narrative, descriptive, reflective, discursive, argumentative
---

**NOTE:** Do not prescribe what type of essay a candidate should write on a topic.

**Number of topics to be set**

Assess **8 topics**, of which a minimum of 2 and a maximum of 3 should be visual stimuli.

**Wording of topics**

Topics should be **concise** and in language that is **accessible** to candidates.

**NOTE:** It is essential that a memorandum providing a brief marking guideline accompany the assessment rubric.

**Weighting and rubrics**

Essays will be assessed according to the following criteria

<b>CRITERIA</b>	<b>MARKS</b>
CONTENT & PLANNING <b>(60%)</b>	30
LANGUAGE, STYLE & EDITING <b>(30%)</b>	15
STRUCTURE <b>(10%)</b>	5
<b>TOTAL</b>	<b>50</b>

Use the assessment rubric **Appendix D** to assess candidates' essays.

**5.4 SECTION B: TRANSACTIONAL TEXTS****QUESTIONS 9–14**

Candidates are required to answer **TWO** questions from this section.

**Length of texts**

Disjunctive Orthography: 180–200 words (content only)

Conjunctive Orthography: 100–120 words (content only)

**Types of texts candidates will be required to write**

(Refer to the CAPS: page 82)

**Six** topics will be set from the categories indicated below.

**Set a minimum of one and a maximum of two questions from each category.**



**Category A:**

Friendly letter/formal letter(request/application/business/complaint/sympathy/ congratulations/thanks) formal/ informal letter to the press

**Category B:**

Curriculum Vitae and covering letter/(asked as a combination)/obituary

**Category C:**

Formal report/informal report/review/newspaper article/magazine article/ agenda and minutes of meeting (asked as a combination)

**Category D:**

Formal speech/informal speech/dialogue/written interview

Candidates will be expected to answer TWO questions.

**NOTE:**

Visuals may be used only as supportive material.

THE TYPE OF TEXT REQUIRED SHOULD BE CLEARLY INDICATED AS A HEADING.

**Wording of topics**

Topics should be **concise** and in a language that is **accessible** to candidates.

**Weighting and rubrics**

Texts will be assessed on the following criteria:

CRITERIA	MARKS
CONTENT, PLANNING & FORMAT (60%)	15
LANGUAGE, STYLE & EDITING (40%)	10
<b>TOTAL</b>	<b>25</b>

Use the assessment rubric **Appendix B** to assess candidates' transactional texts.

**6.1 APPENDIX A: RUBRIC FOR MARKING THE POETRY ESSAY**

**SECTION A: Assessment rubric for literary essay: Poetry (10 marks)**

Criteria	Exceptional 8-10	Skilful 6-7	Moderate 4-5	Elementary 2-3	Inadequate 0-1
<p><b>CONTENT</b></p> <p>Interpretation of topic. Depth of argument, justification and grasp of text.</p> <p><b>7 MARKS</b></p>	<ul style="list-style-type: none"> <li>-In-depth interpretation of topic</li> <li>-Range of striking arguments; extensively supported from poem</li> <li>-Excellent understanding of genre and poem</li> </ul>	<ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well.</li> <li>- Fairly detailed response</li> <li>-Sound arguments given, but not all of them as well motivated as they could be.</li> <li>-Understanding of genre and poem.</li> </ul>	<ul style="list-style-type: none"> <li>- Fair interpretation of topic</li> <li>- Some good points in support of topic</li> <li>- Some arguments supported, but evidence is not always convincing.</li> <li>-Basic understanding of genre and poem</li> </ul>	<ul style="list-style-type: none"> <li>- Unsatisfactory interpretation of topic.</li> <li>- Hardly any points in support of topic.</li> <li>- Inadequate understanding of genre and poem.</li> </ul>	<ul style="list-style-type: none"> <li>-No understanding of the topic</li> <li>-No reference to the poem</li> <li>-Learner has not come to grips with genre and poem.</li> </ul>
<p><b>STRUCTURE AND LANGUAGE</b></p> <p>Structure, logical flow and presentation. Language, tone and style used in the essay</p> <p><b>3 MARKS</b></p>	<ul style="list-style-type: none"> <li>-Coherent structure</li> <li>-Arguments well-structured and clearly developed.</li> <li>-Language, tone and style mature, impressive, correct</li> <li>-Virtually error-free grammar, spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-Clear structure and logical flow of argument</li> <li>-Flow of argument can be followed</li> <li>-Language, tone &amp; style largely correct</li> </ul>	<ul style="list-style-type: none"> <li>-Some evidence of structure</li> <li>- Essay lacks a well-structured flow of logic and coherence.</li> <li>- Language errors minor; tone and style mostly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Structure shows faulty planning</li> <li>- Arguments not logically arranged</li> <li>- Language errors evident</li> <li>- Inappropriate tone &amp; style</li> </ul>	<ul style="list-style-type: none"> <li>- Poorly structured</li> <li>-Serious language errors and incorrect style</li> </ul>
<b>MARK RANGE</b>	<b>8-10</b>	<b>6-7</b>	<b>4-5</b>	<b>2-3</b>	<b>0-1</b>

**NOTE: If a candidate has ignored the content completely and written a creative essay instead, award a 0 mark for both Content and Structure and Language.**

**6.2 APPENDIX B: SECTION B AND C: Assessment rubric for literary essay – Novel and Drama: 25 Marks**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT</b> Interpretation of topic. Depth of argument, justification and grasp of text.  <b>15 MARKS</b>	<b>12-15</b> - Outstanding response: 14-15 Excellent response: 12-13 - In-depth interpretation of topic; - Range of striking arguments extensively supported from text. - Excellent understanding of genre and text.	<b>9-11</b> - Shows understanding and has interpreted topic well. - Fairly detailed response - Some sound arguments given, but not all of them as well motivated as they could be. - Understanding of genre and text evident.	<b>6-8</b> - Mediocre interpretation of topic; not all aspects explored in detail - Some good points in support of topic - Some arguments supported, but evidence is not always convincing. - Partial understanding of genre and text.	<b>4-5</b> - Scant interpretation of topic; hardly any aspects explored in detail - Few points in support of topic - Very little relevant argument - Little understanding of genre and text	<b>0-3</b> - Very little understanding of the topic - Weak attempt to answer the question. - Arguments not convincing -Learner has not come to grips with genre or text.
<b>STRUCTURE AND LANGUAGE</b> Structure, logical flow and presentation. Language, tone and style used in the essay  <b>10 MARKS</b>	<b>8-10</b> -Coherent structure -Excellent introduction and conclusion -Arguments well-structured and clearly developed -Language, tone and style mature, impressive, correct	<b>6-7</b> -Clear structure & logical flow of argument - Introduction & conclusion & other paragraphs coherently organised - Logical flow of argument - Language, tone & style largely correct	<b>4-5</b> -Some evidence of structure -Logic and coherence apparent, but flawed - Some language errors; tone & style mostly appropriate - Paragraphing mostly correct	<b>2-3</b> -Structure shows faulty planning. -Arguments not logically arranged. -Language errors evident. -Inappropriate tone & style -Paragraphing faulty	<b>0-1</b> -Lack of planned structure impedes flow of argument. -Language errors and incorrect style make this an unsuccessful piece of writing. - Inappropriate tone & style - Paragraphing faulty
<b>MARK RANGE</b>	<b>20-25</b>	<b>15-19</b>	<b>10-14</b>	<b>5-9</b>	<b>0-4</b>

**NOTE: If a candidate has ignored the Content completely and written a creative essay instead, award a 0 mark for both Content and Structure and Language.**

**6.3 APPENDIX C**

- o 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.

**ASSESSMENT RUBRIC FOR ESSAY HOME LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	27-30 - Outstanding/Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending	22-23 -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	15-17 - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	9-11 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence.	3-5 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive - Unorganised and incoherent
	Lower level	24-26 -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.	18-21 - Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected) including introduction, body and conclusion	12-14 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and Convincing -Some degree of organisation and coherence including introduction, body and conclusion	6-8 -Largely Irrelevant response. -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0-2 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	Upper level	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	10-11 - 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	6-7 - 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	2-3 - 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 - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13-12 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling - Skilfully crafted	9-8 -Language engaging and generally effective -Appropriate and effective tone - Few errors in grammar and spelling -Well-crafted	5-4 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	1-0 - Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary	
<b>STRUCTURE</b> Features of text Paragraph development and sentence construction <b>5 MARKS</b>		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.	1 - Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense
<b>MARK RANGE</b>		40-50	30-39	20-29	10-19	0-9

**6.4 APPENDIX D: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>-Response and ideas -Organisation of ideas for planning -Purpose, audience, features/conventions and context</p> <p><b>15 MARKS</b></p>	<p><b>12-15</b></p> <p>-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</p>	<p><b>9-11</b></p> <p>-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.</p>	<p><b>6-8</b></p> <p>- 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.</p>	<p><b>4-5</b></p> <p>-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.</p>	<p><b>0-3</b></p> <p>-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>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, purpose/effect, audience. and context Language use and conventions Word choice Punctuation and spelling</p> <p><b>10 MARKS</b></p>	<p><b>8-10</b></p> <p>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free.</p>	<p><b>6-7</b></p> <p>- 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</p>	<p><b>4-5</b></p> <p>- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning</p>	<p><b>2-3</b></p> <p>- Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning is obscured.</p>	<p><b>0-1</b></p> <p>- 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</p>
<b>MARK RANGE</b>	20-25	15-19	10-14	5-9	0-4

**7. TYPES OF QUESTIONS AND COGNITIVE LEVELS**

Using Barrett's Taxonomy, various types of questions will be set in such a way that **ALL** the cognitive levels are catered for in the proportions indicated:

Levels 1 and 2: 40% of total marks

Level 3: 40% of total marks

Levels 4 and 5: 20% of total marks

**NOTE:** See table below.

**Barrett's Taxonomy**

Level	Description	Question types
1	<b>Literal</b> (information in the text)	e.g. Name the ...; List the ...; Identify the ...; Describe the ...; Relate the ...
2	<b>Reorganisation</b> (analysis, synthesis or organisation of information)	e.g. Summarise the main ideas ...; State the differences/similarities ...
3	<b>Inference</b> (engagement with information in terms of personal experience)	e.g. Explain the main idea ...; What is the writer's intention ...; What, do you think, will be ...
4	<b>Evaluation</b> (judgements concerning the value or worth)	e.g. Do you think that ...; Discuss critically ...
5	<b>Appreciation</b> (assess the impact of the text)	e.g. Discuss your response ...; Comment on the writer's use of language ...

**8. ASSESSMENT IN LANGUAGES****8.1 COGNITIVE LEVELS**

According to **Barrett's Taxonomy of Reading Comprehension** there are five cognitive levels. In ascending order of complexity, these are: Literal, Reorganisation, Inference, Evaluation and Appreciation. In **Bloom's Taxonomy**, the following six question categories are defined: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

While the overlaps in the two taxonomies are evident, the exploration of **Types of Questions** below uses the cognitive levels as outlined in **Barrett's Taxonomy**.

## 8.2 TYPES OF QUESTIONS

### 8.2.1 Contextual Questions (Language and Literature Papers):

Contextual questions are set on a variety of selected texts (in the Language paper) and on extracts from the prescribed texts (in the Literature paper) to assess language competency and to gauge the extent of the insight and depth of understanding espoused in the NCS CAPS. The level of complexity depends on the level at which the Language is being assessed (i.e. HL, FAL or SAL).

(a) **Literal:**

Questions that deal with information explicitly stated in the text.

- Name the things/people/places/elements ...
- State the facts/reasons/ points/ideas ...
- Identify the reasons/persons/causes ...
- List the points/facts/ names/reasons ...
- Describe the place/person/character ...
- Relate the incident/episode/experience ...

(b) **Reorganisation:**

Questions that require analysis, synthesis or organisation of information explicitly stated in the text.

- Summarise the main points/ideas/ pros/cons/ ...
- Group the common elements/factors ...
- State the similarities/differences ...
- Give an outline of ...

(c) **Inference:**

Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.

- Explain the main idea ...
- Compare the ideas/attitudes/ actions ...
- What is the writer's (or character's) intention/attitude/ motivation/reason ...
- Explain the cause/effect of ...
- What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character ...
- How does the metaphor/simile/image affect your understanding ...
- What, do you think, will be the outcome/effect (etc.) of an action/situation ...
- True/False questions
- Multiple Choice questions
- Choose the correct option (from a given list)
- Fill in the blanks (using contextual clues)
- Questions on visual and graphic literacy

**(d) Evaluation:**

- These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.
- Do you think that what transpires is credible/realistic/possible ...?
- Is the writer's argument valid/logical/conclusive ...
- Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication ...
- Do you agree with the view/statement/observation/ interpretation that ...
  
- In your view, is the writer/narrator/character justified in suggesting/advocating that ... (Substantiate your response/Give reasons for your answer.)
- Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer.
- What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values?
- Discuss critically/Comment on the value judgements made in the text.

**(e) Appreciation:**

These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).

- Discuss your response to the text/incident/situation/ conflict/dilemma ...
- Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?
- Discuss/Comment on the writer's use of language ...
- Discuss the effectiveness of the writer's style/introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices ...

**8.2.2 The Literary Essay**

- An Essay question requires a sustained piece of writing of a specified length on a given topic, statement, point of view or theme.
- The literary essay requires a candidate to discuss/discuss critically a comment/statement/viewpoint on a specific text. The essay may be argumentative or discursive, and involves a candidate's personal response to and engagement with the text.

**9. CONCLUSION**

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which educators should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.