



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2011

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 12 pages.

INSTRUCTIONS AND INFORMATION

This memorandum 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 (EDUCATORS)

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some of the ways in which the topics can be interpreted. Full credit must be given for a candidate's own interpretation.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 50 mark assessment grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
 - Content and planning = 32 marks
 - Language, style and editing = 12 marks
 - Structure = 6 marks

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 MY MOMENT OF SADNESS.

- Narrative/Descriptive/Reflective.
- Must be written in the first person.
- Candidate must highlight ONE moment only.
- The following may be explored, among others:
 - What caused the sad moment.
 - Feelings that moment triggered.
 - How moment of sadness changed one's life.
 - Possible lessons from the experience.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 1, 2, 3, 4, 5
- LO3 AS 3 SS 2, 5, 7, 8
- LO4 AS 2 SS 1, 2, 4, 5, 9, 10
- LO4 AS 3 SS 1
- LO4 AS 4 SS 1

OR

[50]

1.2 VICTORY IS TRULY SWEET.

- Narrative/Descriptive/Reflective/Discursive.
- The following may be explored, among others:
 - An incident that portrays victory.
 - Efforts made at securing victory.
 - Emotional reaction.
 - Circumstances/people who may have made a contribution.
 - Odds faced en-route to victory/victory as milestone in life.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 3, 4, 5, 6
- LO3 AS 3 SS 2, 3, 4, 5
- LO4 AS 1 SS 1, 9
- LO4 AS 2 SS 1, 4, 5, 6, 9
- LO4 AS 4 SS 2

[50]**OR****1.3 IT ALL STARTED WELL BUT ENDED BADLY.**

- Narrative/Descriptive/Reflective.
- The following may be explored, among others:
 - An incident/occasion that started on good note.
 - The sudden change from good to bad.
 - What triggered the change?
 - Things that happened and should have been avoided.
 - Lessons learnt from failures experienced.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 1, 2, 4, 5, 6
- LO3 AS 3 SS 2, 3, 5, 8
- LO4 AS 2 SS 1, 5, 8, 9, 10
- LO4 AS 3 SS 1
- LO4 AS 4 SS 2

[50]**OR****1.4 A DECISION I REGRET.**

- Narrative/Descriptive/Reflective.
- Must be written in the first person.
- The following may be explored, among others:
 - The decision taken should be mentioned.
 - Possible motivation/reasons for taking the decision.
 - How the decision turns out to be problematic.
 - The effect of the decision and lessons learnt.
- LO3 AS 1 SS 2, 4, 6, 8
- LO3 AS 2 SS 4, 5, 6
- LO3 AS 3 SS 4, 6, 7, 8
- LO4 AS 1 SS 1, 5, 6, 9
- LO4 AS 2 SS 1, 5, 6, 7, 9, 10

[50]**OR**

1.5 A mistake that almost cost me my life.

- Narrative/Descriptive/Reflective/Discursive.
- Must be written in the first person.
- The following may be explored, among others:
 - The character/nature of the mistake made.
 - Circumstances leading up to the mistake.
 - Mistake so serious it almost cost the candidate's life.
 - How to learn from one's mistakes.
- LO3 AS 1 SS 2, 4, 6, 8
- LO3 AS 2 SS 1, 4, 5, 6
- LO3 AS 3 SS 2, 4, 6, 7, 8
- LO4 AS 2 SS 4, 5, 9, 10, 11
- LO4 AS 3 SS 1
- LO4 AS 4 SS 3

[50]**OR****1.6 Suicide is not a solution to youth problems.**

- Argumentative/Discursive/Narrative/Descriptive/Reflective.
- The following may be explored, among others:
 - The possible triggering factors.
 - Why suicide should not be an option.
 - Support systems to young people.
 - The effect of family problems on youth behaviour.
 - Dangers related to adventure, wrong experimentation etc.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 1, 4, 5, 6
- LO3 AS 3 SS 3, 4, 5, 7, 8
- LO4 AS 2 SS 4, 5, 9, 10, 11
- LO4 AS 4 SS 3

[50]**OR****1.7 Making a difference in my city/town/village.**

- Narrative/Descriptive/Reflective/Discursive.
- The following may be explored, among others:
 - Envisaged projects/programmes for community development.
 - Can be service delivery, project tackling, and appearance of city/town/village.
 - Marketing, social issues, changing attitudes, etc.
 - Target areas for community development.
 - Long-term/short-term goals.
- LO3 AS 1 SS 2, 4, 6, 8
- LO3 AS 2 SS 1, 4, 5, 6
- LO3 AS 3 SS 2, 4, 6, 7, 8
- LO4 AS 2 SS 4, 5, 9, 10, 11
- LO4 AS 3 SS 1
- LO4 AS 4 SS 3

[50]**OR**

1.8 1.8.1 ESSAY BASED ON PICTURE.

- Narrative/Descriptive/Argumentative/Discursive/Reflective.
- There must be a clear link between the picture and the essay.
- Candidate must have a suitable title.
- The following may be explored, among others:
 - The value of money/money as source of power.
 - Money as an indicator of success.
 - Keeping a lot of money/being without money.
 - Money as the root of all evil.
 - The indispensable character of money in modern world.
- LO3 AS 1 SS 2, 8
- LO3 AS 2 SS 1, 4, 5, 6
- LO3 AS 3 SS 1, 2, 3, 4, 5, 6, 7, 8
- LO4 AS 2 SS 4, 5, 9, 10, 11
- LO4 AS 3 SS 1
- LO4 AS 4 SS 3

[50]**OR****1.8.2 ESSAY BASED ON PICTURE.**

- Narrative/Descriptive/Discursive/Argumentative/Reflective.
- There must be a clear link between the picture and the essay.
- Candidate must have a suitable title.
- The following may be explored, among others:
 - Having unlimited ambitions/dreams about life.
 - The value of having unlimited dreams.
 - Facing odds and being successful.
 - Living a life with no limits.
 - Endless dreams – a journey without end.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 3, 4, 5, 6
- LO3 AS 3 SS 3, 4, 5, 6
- LO4 AS 2 SS 1, 4, 5, 6, 10
- LO4 AS 3 SS 1
- LO4 AS 4 SS 2

[50]**TOTAL SECTION A: 50**

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 30 mark assessment grid to mark Longer Transactional texts. The texts produced by candidates must be assessed according to the following criteria:
 - Content, planning and format = 20 marks
 - Language, style and editing = 10 marks

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 NEWSPAPER ARTICLE

- Tone, language and register must be appropriate to the audience.
- The article must address editor/readers directly.
- The article must have an appropriate headline.
- Candidate must mention at least THREE problems.
- Candidate must also offer constructive solutions to problems.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 3, 4, 5, 6
- LO3 AS 3 SS 2, 3, 4, 5
- LO4 AS 2 SS 1, 4, 5, 6, 10
- LO4 AS 4 SS 3

[30]**OR****2.2 INTERVIEW**

- The interview must be in dialogue format.
- The interview should be between TWO people.
- Tone, language and register should be formal.
- The interview must be about:
 - How the candidate would market South Africa in other countries.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 1, 2, 3, 4, 5
- LO3 AS 3 SS 2, 3, 4, 5, 7, 8
- LO4 AS 2 SS 2, 5, 6, 7, 9
- LO4 AS 4 SS 3

[30]**OR**

2.3 FRIENDLY LETTER

- Letter should be addressed to a friend.
- Tone and register must be informal.
- The following aspects of format should be included:
 - Address of sender.
 - Date
 - Greeting/salutation
 - Suitable ending
 - Signature/Name of sender
- Content should include message of condolence/sympathy in the face of bereavement.
- LO3 AS 1 SS 2, 7, 8
- LO3 AS 2 SS 4, 5, 6
- LO3 AS 3 SS 3, 4, 5, 7
- LO4 AS 2 SS 4, 5, 6, 7, 8, 9, 10

[30]**OR****2.4 FORMAL LETTER**

- Letter should be addressed to director of the bus company.
- Tone and register should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Address of recipient
 - Greeting/salutation
 - After greeting/salutation include subject line.
 - Suitable ending
 - Signature and name of sender
- Candidate must include EXPLANATION OF PROBLEMS EXPERIENCED IN BUS JOURNEY and OFFER CONSTRUCTIVE ADVICE/SOLUTIONS.
- LO3 AS 1 SS 2, 7, 8
- LO3 AS 2 SS 4, 5, 6
- LO3 AS 3 SS 3, 4, 5, 7
- LO4 AS 2 SS 4, 5, 6, 7, 8, 9, 10
- LO4 AS 4 SS 2

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

SECTION C: SHORTER TEXT (TRANSACTIONAL/REFERENCE/INFORMATIONAL)

QUESTION 3

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark grid to mark the texts.
- The texts produced by the candidates must comply with the following criteria:
 - Content, planning and format = 13 marks
 - Language, style and editing = 7 marks

NOTE: No additional penalties may be imposed as the marking grid itself imposes penalties.

3.1 ADVERTISEMENT

- Language, tone and register may be informal.
- The content of the advertisement should include details about a PRODUCT/SERVICE.
- No marks are awarded for illustrations.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 3, 4, 5, 6
- LO3 AS 3 SS 2, 3, 4, 5
- LO4 AS 2 SS 1, 4, 5, 6, 10
- LO4 AS 4 SS 3

[20]

OR

3.2 INVITATION CARD

- Language, tone and register may be informal.
- The invitation should include details about the following:
 - Address, date and time.
 - Place/venue
 - Dress code
 - Names of bride and bridegroom.
- RSVP
- Occasion – guests are invited to a wedding.
- No marks will be awarded for illustrations.
- LO3 AS 1 SS 2, 4, 8
- LO3 AS 2 SS 3, 4, 5, 6
- LO3 AS 3 SS 2, 3, 4, 5
- LO4 AS 2 SS 1, 4, 5, 6, 10
- LO4 AS 4 SS 3

[20]

OR

3.3 DIRECTIONS

- The directions may be in point or paragraph form.
- Directions are from the Beach Front (Point A) to the Cricket Ground (Point B).
- Complete sentences are not necessary.
- The following should be included, among others:
 - Street names and landmarks between the Beach Front and the Cricket Ground must be mentioned.
- No marks are awarded for illustrations.
- LO3 AS 1 SS 2, 4, 7, 8
- LO3 AS 2 SS 4, 5, 6
- LO3 AS 3 SS 3, 4, 5, 7
- LO4 AS 2 SS 4, 5, 6, 7, 8, 9, 10
- LO4 AS 4 SS 3

[20]

TOTAL SECTION C: 20

GRAND TOTAL: 100

APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE**SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50 marks)**

	Code 7: Outstanding 80 – 100% <u>26 – 32</u>	Code 6: Meritorious 70 – 79% <u>22½ – 25½</u>	Code 5: Substantial 60 – 69% <u>19½ – 22</u>	Code 4: Adequate 50 – 59% <u>16 – 19</u>	Code 3: Moderate 40 – 49% <u>13 – 15½</u>	Code 2: Elementary 30 – 39% <u>10 – 12½</u>	Code 1: Not achieved 0 – 29% <u>0 – 9½</u>
CONTENT & PLANNING 32 MARKS	-Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	-Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	-Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good essay.	-Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	-Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	-Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	-Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING 12 MARKS	<u>10 – 12</u> -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<u>8½ – 9½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>7½ – 8</u> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing.	<u>6 – 7</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	<u>5 – 5½</u> -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<u>4 – 4½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0 – 3½</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUCTURE 6 MARKS	<u>5 – 6</u> -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	<u>4½</u> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<u>4</u> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length almost correct.	<u>3 – 3½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	<u>2½</u> -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	<u>2</u> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<u>0 – 1½</u> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30 marks)

	Code 7: Outstanding 80 – 100%	Code 6: Meritorious 70 – 79%	Code 5: Substantial 60 – 69%	Code 4: Adequate 50 – 59%	Code 3: Moderate 40 – 49%	Code 2: Elementary 30 – 39%	Code 1: Not achieved 0 – 29%
	<u>16 – 20</u>	<u>14 – 15½</u>	<u>12 – 13½</u>	<u>10 – 11½</u>	<u>8 – 9½</u>	<u>6 – 7½</u>	<u>0 – 5½</u>
CONTENT, PLANNING & FORMAT 20 MARKS	<ul style="list-style-type: none"> -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all detail support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding. 	<ul style="list-style-type: none"> -Good knowledge of requirements of the text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas, with all details supporting the topic. -Evidence of planning &/or drafting has produced a well crafted, presentable text. -Has applied the necessary rules of format/meritorious. 	<ul style="list-style-type: none"> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support the topic. -Evidence of planning &/or drafting has produced a presentable & good text. -Has applied most of the necessary rules of format/substantial. 	<ul style="list-style-type: none"> -Adequate knowledge of requirements of the text. -Writing – learner digresses from topic but does not impede overall meaning. -Text adequately coherent in content & ideas & some details support the topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format. 	<ul style="list-style-type: none"> -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning is vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights. 	<ul style="list-style-type: none"> -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning is obscure in places. -Text not always coherent in content & ideas, and has few details which support the topic. -Inadequate planning &/or drafting. Text not well presented. -Has vaguely applied the necessary rules of format. 	<ul style="list-style-type: none"> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas, too few details to support topic. -Planning/ drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
	<u>8 – 10</u>	<u>7 – 7½</u>	<u>6 – 6½</u>	<u>5 – 5½</u>	<u>4 – 4½</u>	<u>3 – 3½</u>	<u>0 – 2½</u>
LANGUAGE, STYLE & EDITING 10 MARKS	<ul style="list-style-type: none"> -Text is grammatically accurate & well constructed. -Vocabulary is very appropriate to purpose, audience & context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading, editing. -Length correct. 	<ul style="list-style-type: none"> -Text is well constructed & accurate. -Vocabulary is mostly appropriate to purpose, audience & context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading, editing. -Length correct. 	<ul style="list-style-type: none"> -Text is well constructed & easy to read. -Vocabulary is appropriate to purpose, audience & context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct. 	<ul style="list-style-type: none"> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for the purpose, audience & context. -Style, tone, register adequately appropriate. -Text still contains a few errors following proof-reading, editing. -Length almost correct. 	<ul style="list-style-type: none"> -Text is basically constructed. Several errors. -Vocabulary is limited & not very suitable for the purpose, audience & context. -Lapses in style. -Text contains several errors following proof-reading, editing. -Length – too long/short. 	<ul style="list-style-type: none"> -Text is poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short. 	<ul style="list-style-type: none"> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (20 marks)

	Code 7: Outstanding 80 – 100%	Code 6: Meritorious 70 – 79%	Code 5: Substantial 60 – 69%	Code 4: Adequate 50 – 59%	Code 3: Moderate 40 – 49%	Code 2: Elementary 30 – 39%	Code 1: Not achieved 0 – 29%
CONTENT, PLANNING & FORMAT 13 MARKS	<u>10½ – 13</u> -Specialised knowledge of requirements of text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content & ideas, and all details support topic. -Evidence of planning &/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of format.	<u>9½ – 10</u> -Good knowledge of requirements of text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas with all details supporting the topic. -Evidence of planning &/or drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format.	<u>8 – 9</u> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support topic. -Evidence of planning &/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of format.	<u>6½ – 7½</u> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas and some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<u>5½ – 6</u> -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting that has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of the format – some critical oversights.	<u>4 – 5</u> -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, and has few details which support topic. -Planning/drafting inadequate. Text not well presented. -Has vaguely applied the necessary rules of format.	<u>0 – 3½</u> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas and too few details to support the topic. -Planning and drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
LANGUAGE, STYLE & EDITING 7 MARKS	<u>6 – 7</u> -Text is grammatically accurate and well constructed. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading and editing. -Length correct.	<u>5 – 5½</u> -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone and register mostly appropriate. -Text largely error-free following proof-reading, editing. -Length correct.	<u>4½</u> -Text is well constructed and easy to read. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	<u>3½ – 4</u> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience & context. -Style, tone and register adequately appropriate. -Text still contains few errors following proof-reading, editing. -Length almost correct.	<u>3</u> -Text is basically constructed. Several errors. -Vocabulary is limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proof-reading, editing. -Length – too long/short.	<u>2½</u> -Text is poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	<u>0 – 2</u> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.