



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**OFFICIAL LANGUAGES:
FIRST ADDITIONAL LANGUAGE**

EXAMINATION GUIDELINES

GRADE 12

2014

These guidelines consist of 23 pages.

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1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Official Languages: First Additional Language outlines the nature and purpose of the subject Official Languages: First Additional 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: First Additional 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):

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Official Languages: First Additional 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 Afrikaans Sepedi Sesotho Setswana Tshivenda Xitsonga	IsiXhosa IsiNdebele IsiZulu Siswati

2. PURPOSE

The purpose of these guidelines is to standardise the setting and marking of examinations in all 11 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 PAPER

3.1 Cover Page

The cover page must contain the following information:

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

<p>First Additional Language</p> <p>Paper 1 (Language in context)</p> <p>November/March ... (year of exam)</p> <p>Time: 2 hours</p> <p>Marks: 80</p> <p>This paper consists of ... pages.</p>

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	(40 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

QUESTION 1

- **Select TWO texts** – ONE prose and ONE visual. The visual text does not have to be related to the prose text.
- **Reading length**

Text A (Prose):

Disjunctive orthography: 600–700 words

Conjunctive orthography: 450–500 words.

Text B (Visual): Marks: 6

Do not count the words in the visual.

Focus of questions must be on the visual information

Test comprehension in context

NOTE:

- No comparative questions should be set based on the two texts.
- There will be 1 open-ended question in this section.
- 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 page 21–23 for types of questions.

- **The levels of difficulty**

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

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 and not scanned.
- 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 questions: 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**QUESTION 2**

Candidates will be instructed to summarise in **point form**.

Candidates should not quote verbatim.

Length of text:

Disjunctive: approximately 250 words

The summary should not exceed 70 words.

Conjunctive: 220 words

The summary should not exceed 60 words.

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

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 quotes: award no language mark
 - 1–5 quotes: 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) 40 MARKS

THREE QUESTIONS as indicated below:**Will test the following:**

- Vocabulary and language use
- Sentence structures
- Critical language awareness

QUESTION 3: 10 marks

Advertisement (combination of visual and written/verbal)

QUESTION 4:

Cartoon: 10 marks

QUESTION 5:**5.1 Prose: 14 marks**

Length of text:

Disjunctive: 150–200 words

Conjunctive: 80–100 words.

5.2 Picture with a short text: 6 marks**NOTE:** There will be:

- 2 open-ended questions in SECTION C (1 in the advert and 1 in the cartoon).
- A maximum of 3 multiple-choice questions (1 per question).

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: pages 46–48.

- Multiple-choice questions: there should be four options for candidates to choose from.

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 FOUR sections:

SECTION A: Novel (35 marks)
SECTION B: Drama (35 marks)
SECTION C: Short Stories (35 marks)
SECTION D: Poetry (35 marks)

Candidates will be required to answer a total of **TWO questions from ANY TWO sections** (**ONE** question on each genre studied) for 70 marks as shown below.

SECTION A: NOVEL: 35 marks

QUESTIONS 1–3

ONE CONTEXTUAL question on each novel.

LENGTH OF EXTRACTS

2 extracts:

Disjunctive: 200–225 words each
Conjunctive: 150–175 words each

SECTION B: DRAMA: 35 marks

QUESTIONS 4–5

ONE CONTEXTUAL question for each drama.

LENGTH OF EXTRACTS

2 extracts:

Disjunctive: 200–225 words each
Conjunctive: 150–175 words each

- Names of speakers should not be counted as part of the extract.
- Stage directions should be counted as part of the extract.

SECTION C: SHORT STORIES: 35 marks (17 + 18/18 +17)**QUESTION 6**

- 2 short stories will be set.
- Candidates will be expected to answer questions set on BOTH short stories.

LENGTH OF EXTRACTS:

1 extract for each short story

Disjunctive: 200–225 words

Conjunctive: 150–175 words

SECTION D: POETRY: 35 marks (17 + 18/18 +17)**QUESTION 7**

- 2 seen (prescribed) poems will be set.

Candidates will be expected to answer questions set on BOTH poems.

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 The cover page

The cover page should contain the following information:
Language, level, paper year, marks and time allocation.

<p>First Additional Language</p> <p>Paper 2 (Literature)</p> <p>November/March ...(year of exam)</p> <p>Marks: 70</p> <p>Time: 2 hours</p> <p>This question paper consists of ... pages.</p>
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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 FOUR sections:

SECTION A: Novel
SECTION B: Drama
SECTION C: Short Stories
SECTION D: Poetry
4. Answer TWO QUESTIONS in all, ONE question each from ANY TWO sections.

SECTION A: NOVEL
Answer the question on the novel you have studied.
SECTION B: DRAMA
Answer the question on the drama you have studied.
SECTION C: SHORT STORIES
Answer the questions set on **BOTH** short stories.
SECTION D: POETRY
Answer the questions set on **BOTH** poems.
5. Use the checklist to assist you.
6. Follow the instructions at the beginning of each section carefully.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Start EACH section on a NEW page.
9. Suggested time management: Spend approximately 60 minutes on each section.
10. 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.

SECTION A: Novel <i>Answer the question on the novel you have studied.</i>		
QUESTION NO.	QUESTION	PAGE NO.
1 (Novel 1 title)	Contextual question	
2 (Novel 2 title)	Contextual question	
3 (Novel 3 title)	Contextual question	
SECTION B Drama: <i>Answer the question on the drama you have studied.</i>		
4 (Drama 1 title)	Contextual question	
5 (Drama 2 title)	Contextual question	
SECTION C: SHORT STORIES <i>Answer the questions set on BOTH short stories.</i>		
6.1 (Short story 1 title)	Contextual question	
6.2 (Short story 2 title)	Contextual question	
SECTION D: POETRY <i>Answer the questions set on BOTH poems.</i>		
7.1 (Poem 1 title)	Contextual question	
7.2 (Poem 2 title)	Contextual question	

4.6 Checklist

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

SECTION	QUESTION NUMBERS	NO.OF QUESTIONS ANSWERED	TICK
A: Novel (Contextual)	1–3	1	
OR			
B: Drama (Contextual)	4–5	1	
OR			
C: Short Stories (Contextual)	6	1	
OR			
D: Poetry	7	1	

NOTE: Ensure that you have answered questions on TWO sections only.

4.7 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.
- Multiple-choice questions must be phrased in the positive.

4.8 Questions

When setting questions the following must be considered:

- **The cognitive demands**

Always start with lower-order questions, followed by middle-order 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 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 page 21 for types of questions.

- **The levels of difficulty**

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

4.9 Marking Guidelines

1. A candidate may not answer more than ONE question on the same genre.
2. 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.
3. If answers are incorrectly numbered, mark according to the memo.
4. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
5. If the candidate does not use inverted commas when asked to quote, **do not penalise**.
6. 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.
7. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

5. PAPER 3 (Writing)

FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPER

5.1 Cover page

The cover page must contain the following information:

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

<p>First Additional 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 THREE SECTIONS:
SECTION A: Essay: 50 marks
SECTION B: Longer Transactional Text: 30 marks
SECTION C: Shorter Transactional Text: 20 marks
2. Answer ONE question from EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/diagram/flow chart/key words, etc.), edit and proof-read your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such and handed in. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:
 - 80 minutes on SECTION A
 - 40 minutes on SECTION B
 - 30 minutes on SECTION C.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading.
10. The title/heading must not be considered when doing a word count.
11. 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: 250–300 words

Conjunctive Orthography: 190–240 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

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:

Criteria	Marks
Content and planning (60%)	30
Language, style and editing (30%)	15
Structure (10%)	5
Total	50

Use the Assessment Rubric **Appendix A** to assess candidates' essays.

5.4 SECTION B: LONGER TRANSACTIONAL TEXT

QUESTIONS 9–12

Length of texts

Disjunctive Orthography: (content only) 120–150 words

Conjunctive orthography: (content only) 80–100 words

Types of texts candidates will be required to write

(Refer to the CAPS: page 85.)

FOUR questions will be set from the categories indicated below.

An assessor must set ONE questions from each category.

CATEGORY A:

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

CATEGORY B:

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

CATEGORY C:

Reviews/newspaper article/magazine article agenda and minutes of meeting (asked as a combination)/formal/informal reports

CATEGORY D:

Dialogue/written interview/written formal/informal speech

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

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 and format (60%)	18
Language, style and editing (40%)	12
Total	30

NOTE: Various formats of transactional texts have been taught/are in current practice; therefore this has to be considered when assessing format.

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

The memo must provide the marking guidelines as to the nature, format and structure of a genre.

EXAMPLE:

Formal letter: Must have two addresses, salutation, heading, conclusion, etc.

5.5 SECTION C: SHORTER TRANSACTIONAL TEXT:

QUESTIONS 13–15

Length of texts

Disjunctive Orthography: 80–100 words

Conjunctive Orthography: 60–80 words

Types of texts

Refer to the CAPS: page 85.

THREE questions will be set from the categories indicated below (**ONE** per question).

CATEGORY A:

Advertisement/Invitation card/Flyer/Poster

CATEGORY B:

Diary entries/Postcard

CATEGORY C:

Instructions/Directions

NOTE:

- Visuals may be used only as supportive material.
- THE TYPE OF TEXT REQUIRED SHOULD BE CLEARLY INDICATED AS A HEADING.
- Topics should be set in such a way that candidates will have the opportunity to write the required number of words.
- Candidates' responses should be limited to written texts only.

NO MARKS ARE AWARDED FOR PICTURES, SKETCHES, etc.

Wording of topics

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

Weighting and rubrics

Texts will be assessed on the following criteria:

Criteria	Marks
Content, planning and format (60%)	12
Language, style and editing (40%)	8
Total	20

NOTE: Various formats of transactional texts have been taught/are in current practice; therefore this has to be considered when assessing format.

Use the assessment rubric **Appendix C** to assess candidates' shorter transactional/reference/informational texts.

6.1 APPENDIX A: ASSESSMENT RUBRIC: ESSAY [50 MARKS]

NOTE:

- 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.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 marks	Upper level	27–30	22–23	15–17	9–11	3–5
		– Outstanding/Striking response beyond normal expectations – Intelligent, thought-provoking and mature ideas – Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending	–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	– Satisfactory response – Ideas are reasonably coherent and convincing. – Reasonably organised and coherent including introduction, body and conclusion/ending	–Inconsistently coherent response –Unclear ideas and unoriginal –Little evidence of organisation and coherence.	–Totally irrelevant response –Confused and unfocused ideas –Vague and repetitive – Unorganised and incoherent
	Lower level	24–26	18–20	12–14	6–8	0–2
		–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.	– Well–crafted response –Relevant and interesting ideas –Well organised and coherent (connected) including introduction, body and conclusion	–Satisfactory response but some lapses in clarity –Ideas are fairly coherent and convincing –Some degree of organisation and coherence including introduction, body and conclusion	–Largely irrelevant response. –Ideas tend to be disconnected and confusing –Hardly any evidence of organisation and coherence	–No attempt to respond to the topic –Completely irrelevant and inappropriate –Unfocused and muddled

LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14-15	10-11	6-7	2-3	0
		– 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	– 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	– 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	– 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	– 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	9-8	5-4	1-0	
		– Language excellent and rhetorically effective in tone – Virtually error-free in grammar and spelling – Skilfully crafted	– Language engaging and generally effective – Appropriate and effective tone – Few errors in grammar and spelling – Well-crafted	– Adequate use of language with some inconsistencies – Tone generally appropriate and limited use of rhetorical devices	– Inadequate use of language – Little or no variety in sentence – Exceptionally limited vocabulary	
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS		5	4	3	2	1
		– Excellent development of topic – Exceptional detail – Sentences, paragraphs exceptionally well-constructed	– Logical development of details – Coherent – Sentences, paragraphs logical, varied	– Relevant details developed – Sentences, paragraphs well-constructed Essay still makes some sense	– Some valid points – Sentences and paragraphs faulty – Essay still makes sense	– Necessary points lacking – Sentences and paragraphs faulty – Essay lacks sense
MARK RANGE		40-50	30-39	20-29	10-19	0-9

6.2 APPENDIX B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p>CONTENT, PLANNING & FORMAT</p> <p>–Response and ideas –Organisation of ideas for planning –Purpose, audience, features/conventions and context</p> <p>18 MARKS</p>	<p>16–18</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>13–15</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>9–12</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>6–8</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>0–5</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>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience. and context Language use and conventions Word choice Punctuation and spelling</p> <p>12 MARKS</p>	<p>10–12</p> <p>–Tone, register, style, vocabulary highly appropriate to purpose, audience and context –Grammatically accurate and well-constructed –Virtually error-free.</p>	<p>8–9</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>6–7</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>4–5</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>0–3</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>
MARK RANGE	24–30	18–23	14–17	6–11	0–5

6.3 APPENDIX C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas Organisation of ideas Features/conventions and context 12 MARKS	9-12 -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	7-8 -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	5-6 -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	3-4 -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 -Necessary rules of format vaguely applied -Some critical oversights	0-2 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context. Language use and conventions Word choice Punctuation and spelling 8 MARKS	7-8 -Tone, register, style, vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free.	5-6 -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	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context. -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0-2 -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
MARK RANGE	16-20	13-15	9-12	6-7	0-5

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

Barrett's Taxonomy

Level	Description	Question types
1	Literal (information in the text)	e.g. Name the ...; List the ...; Identify the ...; Describe the ...; Relate the ...
2	Reorganisation (analysis, synthesis or organisation of information)	e.g. Summarise the main ideas ...; State the differences/ similarities ...
3	Inference (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	Evaluation (judgements concerning the value or worth)	e.g. Do you think that ...; Discuss critically ...
5	Appreciation (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

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).

8.2.1 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 ...

8.2.2 Reorganisation:

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

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

8.2.3 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

8.2.4 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 ...
- 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.

8.2.5 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 ...

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.