

SACAI

SECTION C

GRADE 12

EXAMINATION GUIDELINES

ENGLISH FAL

2016

1. INTRODUCTION

This document will provide clarity on the depth and scope of the content to be assessed in the NSC examination. It should assist teachers in adequately preparing their candidates for the NSC examination. It is also meant to guide all SACAI *ENG FAL* examiners as well as internal and external moderators.

This document should be read in conjunction with:

A. *The National Curriculum Statement (NCS):*

- *Curriculum and Assessment Policy Statement (CAPS): ENG FAL*
- 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

B. *The Revised SACAI/CAPS Subject Guidelines (2015)*

C. *Assessment Instruction regarding Literature Setworks*

2. PURPOSE

The purpose of these guidelines is to provide information on the contents of the question papers for the NSC qualification in respect of:

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

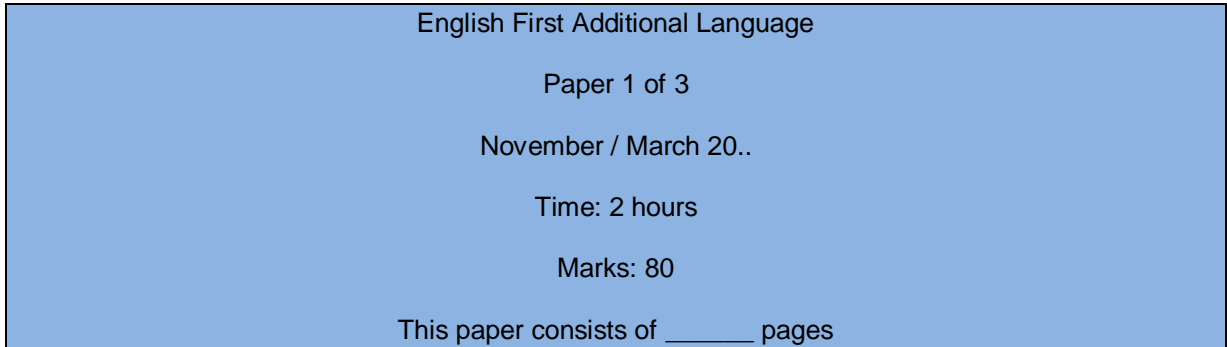
3. FORMAT OF QUESTION PAPERS

3.1 PAPER 1 – LANGUAGE IN CONTEXT

3.1.1 COVER PAGE

The cover page contains the following:

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



3.2 INSTRUCTION PAGE

The following instructions will appear on this 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.

EXAMINATION GUIDELINES: ENGLISH FAL 2016

3.3 PAPER ONE

PAPER	SECTION	MARKS		TIME
	<p>A: Comprehension</p> <p>Two texts – ONE prose and ONE visual text.</p> <p>Visual text: (6 marks)</p> <ul style="list-style-type: none"> The words of the visual text are not considered. Focus of questions shall be on the visual information. <p>Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</p> <ul style="list-style-type: none"> Test comprehension in context. Comparative questions based on both texts could be set. There may be one open-ended question in this section. Only one multiple-choice question. True / False questions: No marks for reason given if true / false is wrong. No marks if asked to quote and not using quotation marks. <p>When setting questions consider:</p> <ul style="list-style-type: none"> Text should be grade and level appropriate. Adapt/Edit text if necessary. Ensure a coherent text. Retype texts. Acknowledge sources. Use Standard English. Language should be appropriate in context. Avoid contractions, slang, colloquialisms or vulgar language. Number paragraphs and lines correctly. Questions should follow the sequence of the text. 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 indicated. In a cartoon, panels should be clearly indicated. In multiple choice questions, candidates should be given four options to choose from. The number of marks should serve as a guide to the length of the answer expected. <p>Marking the comprehension:</p> <ul style="list-style-type: none"> No half marks are awarded. When marking the comprehension test, teachers should remember that the focus is on understanding and incorrect spelling and language errors should not be penalised unless these errors change the meaning and therefore the understanding of the answer. Please indicate the errors for the sake of the learners. If a learner uses words from any other language, these words must be ignored. If the answer still makes sense, the learner must be awarded the marks. However, if a word from another language is used in a text and is required as part of an answer, the abovementioned will not apply. No marks should be awarded for YES/NO/AGREE/DISAGREE/TRUE/FALSE/FACT/OPINION. The substantiation is what should be considered. When the answer requires a single word/phrase, but the learner answers in a full sentence, a mark may only be awarded if the learner underlined the word/phrase. When two/three facts/points are required and the learner gives more than the required amount, mark only the first two/three. Accept dialectal variations. For multiple-choice questions, accept only the letter corresponding with the correct answer. (Set the question in this way.) If the question asks for a quote and no quotation marks are used, the answer is incorrect. Where a learner gives two answers and the first answer is wrong, mark the first answer. If answers are incorrectly numbered, mark according to the memo. 	30	80	2hrs
	Grade	Length of comprehension text		
	12	600-700 words		

EXAMINATION GUIDELINES: ENGLISH FAL 2016

1	<p>B: Summary</p> <p>The comprehension text should not be used for the summary. The summary text may however have the same theme as the comprehension text. The chosen text should give the candidates the opportunity to identify the main ideas/arguments from the examples which illustrate them.</p> <ul style="list-style-type: none"> • Candidates will be instructed to summarise in point form. • Instructions to candidates must be very clear as to what is expected of them. • Candidates have to use their own words. Candidates should not quote verbatim. <p>Marking the summary</p> <p>Setting the memorandum:</p> <p>Points should be tabled with quotations in one column and “own words” in the other.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 40%;">Quotation</th> <th style="width: 5%;"></th> <th style="width: 50%;">Own words</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td>1</td><td></td></tr> <tr><td>2</td><td></td><td>2</td><td></td></tr> <tr><td>3</td><td></td><td>3</td><td></td></tr> <tr><td>4</td><td></td><td>4</td><td></td></tr> <tr><td>5</td><td></td><td>5</td><td></td></tr> <tr><td>6</td><td></td><td>6</td><td></td></tr> <tr><td>7</td><td></td><td>7</td><td></td></tr> </tbody> </table> <p>Mark allocation:</p> <ul style="list-style-type: none"> • 7 marks for 7 points (1 mark per main point) • 3 marks for language • Total marks: 10 <p>Distribution of language marks:</p> <ul style="list-style-type: none"> • 1–3 points correct: award 1 mark • 4–5 points correct: award 2 marks • 6–7 points correct: award 3 marks <p>Distribution of language marks when candidate has quoted verbatim:</p> <ul style="list-style-type: none"> • 6-7 quotations: award no language mark • 1-5 quotations: award 1 language mark <p>NOTE:</p> <p>Word count:</p> <ul style="list-style-type: none"> • 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 is indicated incorrectly. • If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary. 			Quotation		Own words	1		1		2		2		3		3		4		4		5		5		6		6		7		7		10	
		Quotation		Own words																																
1		1																																		
2		2																																		
3		3																																		
4		4																																		
5		5																																		
6		6																																		
7		7																																		
Grade	Length of text	Length of summary																																		
12	Approximately 250 words	60-70 words																																		
	<p>C: Language</p> <p>Language structures and conventions (words and sentences) should be assessed in context using a variety of texts.</p> <p>Critical language awareness.</p> <ul style="list-style-type: none"> • Visual literacy (cartoons / advertising) • Language structures <p>Three questions will test:</p> <ul style="list-style-type: none"> • Vocabulary and language use • Sentence structures • Critical language awareness 																																			

EXAMINATION GUIDELINES: ENGLISH FAL 2016

<p>Question 3: 10 marks</p> <p>Advertisement (Combination of visual and written/verbal text)</p> <ul style="list-style-type: none">• ONE open-ended question• ONE multiple choice question <p>Question 4: 10 marks</p> <p>Cartoon</p> <ul style="list-style-type: none">• ONE open-ended question• ONE multiple choice question <p>Question 5: 20 marks</p> <p>5.1 Prose: 15 marks</p> <ul style="list-style-type: none">• Length of text: 150-200 words• ONE multiple choice question <p>5.2 Picture with a short text: 5 marks</p> <p>When setting questions consider:</p> <ul style="list-style-type: none">• Text should be grade and level appropriate.• Acknowledge sources• Use Standard English. Language should be appropriate in context.• Questions should follow the sequence of the text.• 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 indicated.• In a cartoon, panels should be clearly indicated.• In multiple choice questions, candidates should be given four options to choose from. <p>When marking language questions:</p> <ul style="list-style-type: none">• No half marks are awarded.• When the answer requires a single word/phrase, but the learner answers in a full sentence, a mark may only be awarded if the learner underlined the word/phrase.• When two/three facts/points are required and the learner gives more than the required amount, mark only the first two/three.• Accept dialectal variations.• For multiple choice questions, accept only the letter corresponding with the correct answer. (Set the question in this way.)• If the question asks for a quote and no quotation marks are used, the answer is incorrect.• Where a learner gives two answers and the first answer is wrong, mark the first answer.• If answers are incorrectly numbered, mark according to the memo.• In one-worded answers, spelling must be correct.• In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure 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.	40	
---	-----------	--

2.4 PAPER TWO

2.4.1 COVER PAGE

The cover page contains the following:

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

English First Additional Language
Paper 2 of 3
November / March 20..
Time: 2 hours
Marks: 70
This paper consists of _____ pages

2.4.2 INSTRUCTION PAGE

The following instructions will appear on this page:

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

4. Answer TWO genres in all, ONE question each from ANY TWO sections except poetry, where BOTH questions should be answered.

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 question on the short story/ies you have studied.

SECTION D: Poetry

Answer the questions on both poems you have studied.

5. Use the checklist to assist you.
6. Follow the instructions at the beginning of each section carefully.

EXAMINATION GUIDELINES: ENGLISH FAL 2016

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 allocation:

SECTION A: 60 minutes
 SECTION B: 60 minutes
 SECTION C: 60 minutes
 SECTION D: 60 minutes

10. Write neatly and legibly.

2.4.3 PAPER TWO

PAPER	SECTION	MARKS	TIME	
2	<p>Any TWO of the following: Novel (contextual)/ drama (contextual) / short story (contextual) / poetry (contextual) (one question for 17 marks and one question 18 marks)</p> <p>INSTRUCTIONS FOR EACH SECTION The instructions should inform candidates of the choices they have to make and the number of questions they have to answer.</p> <p>SECTION A: NOVEL: 35 marks QUESTION 1-2 ONE CONTEXTUAL question on each novel. TWO extracts per novel. LENGTH OF EXTRACTS 200-225 words each</p> <p>SECTION B: DRAMA: 35 marks QUESTION 3-4 ONE CONTEXTUAL question on each drama. TWO extracts per drama. LENGTH OF EXTRACTS 200-225 words each</p> <ul style="list-style-type: none"> • Do not count the names of speakers as part of the extract. • The stage directions do form part of the extract. <p>SECTION C: SHORT STORIES: 35 marks QUESTION 5 ONE / TWO short story/ies may be tested. If TWO short stories are tested, candidates will be expected to answer questions set on BOTH short stories. (17+18 / 18+17) LENGTH OF EXTRACTS 200-225 words each.</p> <p>SECTION D: POETRY: 35 marks (17+18 / 18+17) QUESTION 6 TWO prescribed poems will be tested. When setting questions consider:</p> <ul style="list-style-type: none"> • Acknowledge sources. 	2x35	70	2hrs

EXAMINATION GUIDELINES: ENGLISH FAL 2016

	<ul style="list-style-type: none"> • Questions should follow the sequence of the text. • Lower order questions should precede middle- and higher order questions. • Where applicable, questions should explicitly indicate that substantiation /motivation/justification is required. • Multiple choice questions must be phrased in the positive. • In multiple choice questions, candidates should be given four options to choose from. • The number of marks should serve as a guide to the length of the answer expected. <p>When marking literature questions:</p> <ul style="list-style-type: none"> • A candidate may not answer more than ONE question on the same genre. • No half marks are awarded. • If a learner uses words from any other language, these words must be ignored. If the answer still makes sense, the learner must be awarded the marks. However, if a word from another language is used in a text and is required as part of an answer, the abovementioned will not apply. • No marks should be awarded for YES/NO/AGREE/DISAGREE/ TRUE/FALSE/FACT/OPINION. Consider the substantiation. • When the answer requires a single word/phrase, but the learner answers in a full sentence, a mark may only be awarded if the learner underlined the word/phrase. • When two/three facts/points are required and the learner gives more than the required amount, mark only the first two/three. • Accept dialectal variations. • For multiple choice questions, accept only the letter corresponding with the correct answer. (Set the question in this way.) • If the question asks for a quote and no quotation marks are used, the answer is incorrect. • Where a learner gives two answers and the first answer is wrong, mark the first answer. • If answers are incorrectly numbered, mark according to the memo. 			
--	---	--	--	--

2.4.4 CHECKLIST

On page 3 a checklist is provided to assist candidates in making sure they answer the required amount of questions from the different sections.

SECTION	QUESTION NUMBERS	NO. OF QUESTIONS ANSWERED	TICK
A. Novel	1-2	1	
	OR		
B. Drama	3-4	1	
	OR		
C. Short Stories	5	1	
	OR		
D. Poetry	6	1	

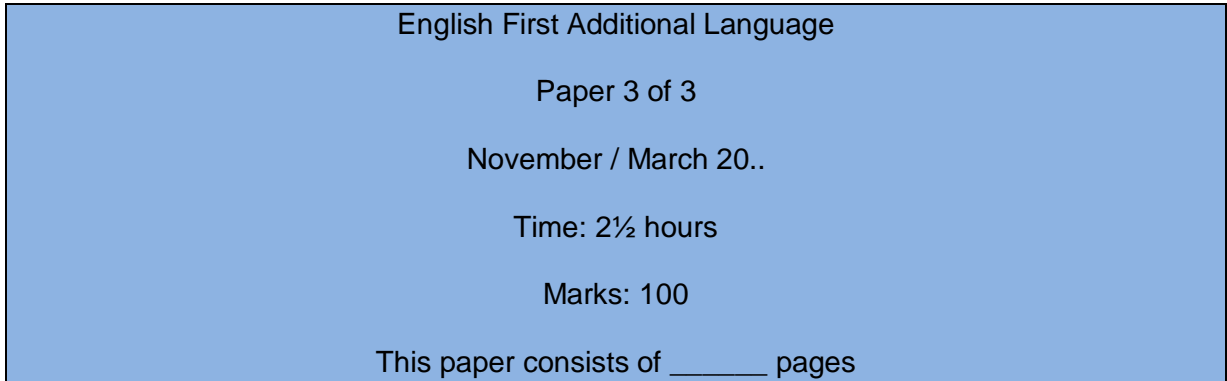
NOTE: Ensure that you have only answered questions on TWO sections

2.5 PAPER THREE

2.5.1 COVER PAGE

The cover page contains the following:

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



2.5.2 INSTRUCTION PAGE

The following instructions will appear on this page:

1. This question paper consists of **THREE SECTIONS**:
SECTION A: Essay (50 marks)
SECTION B: Longer Transactional Question (30 marks)
SECTION C: Shorter Transactional Question (25 marks)
2. Answer **ONE** question from **EACH** section.
3. Write your answers in English.
4. Start **EACH** section on a **NEW** page.
5. You must show planning (e.g. a mind map/diagram/flow chart/keywords, etc.), a rough draft and editing 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:
SECTION A: 80 minutes
SECTION B: 40 minutes
SECTION C: 30 minutes
8. Number the answers correctly according to the numbering system used in the 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.



EXAMINATION GUIDELINES: ENGLISH FAL 2016

2.5.3 PAPER THREE

PAPER	SECTION	MARKS	TIME					
3	<p>A: Essay (One essay)</p> <p>Candidates should have a choice of at least 8 topics. A minimum of 2 and a maximum of 3 topics should be visual stimuli.</p> <p>Candidates will be expected to answer ONE essay question.</p> <p>Topics should be concise and on a level of language accessible to candidates.</p> <p>Include a memorandum with a brief marking guideline together with the appropriate rubric.</p> <p>Types of essays</p> <p>Narrative / descriptive / argumentative / reflective / discursive</p>	<p>100</p> <p>50</p>	2½ hrs					
	<table border="1"> <thead> <tr> <th>Grade</th> <th>Length of essay</th> </tr> </thead> <tbody> <tr> <td align="center">12</td> <td align="center">250-300 words</td> </tr> </tbody> </table>	Grade		Length of essay	12	250-300 words		
	Grade	Length of essay						
	12	250-300 words						
	<p>Assess:</p> <ul style="list-style-type: none"> • Content and planning 30 marks (60%) • Language, style and editing 15 marks (30%) • Structure 5 marks (10%) 							
	<p>B: Longer Transactional Text</p> <p>Candidates should have a choice of at least 4 topics.</p> <p>Candidates will be expected to answer ONE question.</p> <p>Visual stimuli should only serve as support material.</p> <p>The type of text required should be indicated as a heading to each topic.</p> <p>Topics should be concise and on a level of language accessible to candidates.</p> <p>Include a memorandum with a brief marking guideline together with the appropriate rubric. The marking guideline should the nature, format and structure of the genre.</p> <p>ONE question from each of the following categories:</p> <p>Category A</p> <p>Friendly / formal letters (request/complaint/application/business/thanks/congratulations/sympathy) / formal/informal letters to the press</p> <p>Category B</p> <p>Curriculum Vitae and covering letter (asked as a combination) / obituary / agenda and minutes of meetings(asked as a combination)</p> <p>Category C</p> <p>Report / review / newspaper / magazine article</p> <p>Category D</p> <p>Speech / dialogue / interview</p>	30						
	<table border="1"> <thead> <tr> <th>Grade</th> <th>Length of text</th> </tr> </thead> <tbody> <tr> <td align="center">12</td> <td align="center">120 – 150 words (content only)</td> </tr> </tbody> </table>	Grade		Length of text	12	120 – 150 words (content only)		
	Grade	Length of text						
	12	120 – 150 words (content only)						
	Assess:							

EXAMINATION GUIDELINES: ENGLISH FAL 2016

	<ul style="list-style-type: none"> • Content and planning 18 marks (60%) • Language, style and editing 12 marks (40%) 		20
	<p>C: Shorter text: Transactional/Referential/Informational:</p> <p>Candidates should have a choice of at least 3 topics. Candidates will be expected to answer ONE question. Visual stimuli should only serve as support material. The type of text required should be indicated as a heading to each topic. Consider that topics should be set so that the candidates are able to write the required number of words. Candidates' responses should be limited to written texts only. No marks should be awarded for pictures/sketches etc. Topics should be concise and on a level of language accessible to candidates. Include a memorandum with a brief marking guideline together with the appropriate rubric. The marking guideline should the nature, format and structure of the genre. ONE question from each of the following categories:</p> <p>Category A Advertisements/ Invitation cards/ Flyers/Posters</p> <p>Category B Diary/journal entries / Postcards / E-mail</p> <p>Category C Filling in forms /Directions/Instructions</p>		
	Grades	Length of text	
	12	80 -100 words (content only)	
	<p>Assess:</p> <ul style="list-style-type: none"> • Content and planning 12 marks (60%) • Language, style and editing 8 marks (40%) 		

2.5 PAPER FOUR

ORAL REQUIREMENTS

		Marks
Task 1	Listening Comprehension	10
Task 5	Prepared reading	20
Task 6	Response to written text – Prepared speech	20
TOTAL:		50

The oral marks not only form part of individual term marks, but also Paper 4 of the final examination. If a candidate's oral marks are not handed in to SACAI to form part of the final NSC assessment, such learner will NOT be resulted.

EXAMINATION GUIDELINES: ENGLISH FAL 2016

2.6 ASSESSMENT TOOLS

2.6.1 ASSESSMENT RUBRIC FOR THE ESSAY (50 MARKS)

CRITERIA		Exceptional 28-30	Skilful 22-24	Moderate 16-18	Elementary 10-12	Inadequate 4-8
CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text 30 MARKS	Upper level	Outstanding response beyond normal expectations; Intelligent, thought-provoking and mature ideas; Exceptionally well-organised and coherent, including introduction, body and conclusion	Very well-crafted response; Fully relevant and interesting ideas with evidence of maturity; Very well-organised and coherent, including introduction, body and conclusion	Satisfactory response; Ideas are reasonably convincing; Reasonably organised and coherent including introduction, body and conclusion	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	Excellent response but lacks the exceptionally striking qualities of the outstanding essay; Mature and intelligent ideas; Skillfully organised and coherent including introduction, body and conclusion	Well-crafted response; Relevant and interesting ideas; Well organised and coherent, 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 AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Language use and conventions; Word choice; Punctuation, grammar and spelling 15 MARKS	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; Exceptionally, skillfully crafted	11-12 Tone, register, style, vocabulary very appropriate to purpose, audience and context; Language is effective and a consistently appropriate tone is used; Largely error-free in grammar and spelling; Very well crafted	8-9 Tone, register, style, vocabulary appropriate to purpose, audience and context; Appropriate use of language to convey meaning; Tone is appropriate; Rhetorical devices used to enhance content	5-6 Tone, register, style, vocabulary less appropriate to purpose, audience and context; Very basic use of language; Tone and diction are inappropriate; Very limited vocabulary	Language incomprehensible; Tone, register, style, vocabulary not appropriate to purpose, audience and context; Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13 Language excellent and rhetorically effective in tone; Virtually error-free in grammar and spelling; Skillfully crafted	10 Language engaging and generally effective; Appropriate and effective tone; Few errors in grammar and spelling; Well-crafted	7 Adequate use of language with some inconsistencies; Tone generally appropriate and limited use of rhetorical devices	4 Inadequate use of language; Little or no variety in sentence; Exceptionally limited vocabulary	
STRUCTURE 5 MARKS		5 Excellent development of topic; Exceptional detail; Sentences, paragraphs exceptionally well-constructed	4 Logical development of topic; Coherent; Sentences, paragraphs are logical and varied	3 Relevant details developed; Sentences, paragraphs well-constructed; Essay still makes sense	2 Some valid points; Sentences and paragraphs faulty; Essay still makes some sense	0-1 Necessary points lacking; Sentences and paragraphs faulty; Essay lacks sense

EXAMINATION GUIDELINES: ENGLISH FAL 2016

2.6.2 ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL WRITING (30 MARKS)

CRITERIA	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text 18 MARKS	15-18	11-14	8-10	6-7	0-4
	Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format	Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies	Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies	Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights	Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format
STRUCTURE AND LANGUAGE Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12	8-9	6-7	4-5	0-3
	Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Grammatically accurate and well-constructed; Virtually error-free	Tone, register, style, vocabulary very appropriate to purpose, audience and context; Generally grammatically accurate and well-constructed; Very good vocabulary; Mostly free of errors	Tone, register, style, vocabulary appropriate to purpose, audience and context; Adequate vocabulary; Some grammatical errors; Errors do not impede meaning	Tone, register, style, vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning is obscured	Tone, register, style, vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired

EXAMINATION GUIDELINES: ENGLISH FAL 2016

2.6.3 ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL WRITING (20 MARKS)

CRITERIA	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT Response and ideas; Organisation of ideas and planning; Purpose, audience and features of text	10-12	8-9	6-7	4-5	0-3
12 MARKS	Outstanding response beyond normal expectations; Intelligent and mature ideas; Extensive knowledge of type of text; Writing maintains focus; Coherence in content and ideas; Highly elaborated and all details support topic; Appropriate format	Very good response – good knowledge of type of text; Maintains focus – no digressions; Coherent in content and ideas; Well-elaborated and details support topic; Appropriate format with minor inaccuracies	Adequate response – knowledge of type of text; Not completely focused – some digressions; Reasonably coherent on content and ideas; Some details support the topic; Generally appropriate format but with some inaccuracies	Basic response –some knowledge of type of text; Some focus but writing digresses; Not always coherent on content and ideas; Few details support the topic; Vaguely applied rules of format; Some critical oversights	Response reveals no knowledge of type of text; Meaning is obscure with major digressions; Not coherent in content and ideas; Very few details support topic; Has not applied necessary rules of format
STRUCTURE AND LANGUAGE Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling	7-8	5-6	4	3	0-2
8 MARKS	Tone, register, style, vocabulary highly appropriate to purpose, audience and context; Grammatically accurate and well-constructed; Virtually error-free	Tone, register, style, vocabulary very appropriate to purpose, audience and context; Generally grammatically accurate and well-constructed; Very good vocabulary; Mostly free of errors	Tone, register, style, vocabulary appropriate to purpose, audience and context; Adequate vocabulary; Some grammatical errors; Errors do not impede meaning	Tone, register, style, vocabulary less appropriate to purpose, audience and context; Inaccurate grammar with numerous errors; Limited vocabulary; Meaning is obscured	Tone, register, style, vocabulary not appropriate to purpose, audience and context; Error-ridden and confusing; Vocabulary not suitable for purpose; Meaning seriously impaired

EXAMINATION GUIDELINES: ENGLISH FAL 2016

2.6.4 ASSESSMENT RUBRIC FOR PREPARED READING

	Code 7 Outstanding 8-10	Code 6 Meritorious 7	Code 5 Substantial 6	Code 4 Adequate 5	Code 3 Moderate 4	Code 2 Elementary 3	Code 1 Not achieved 0-2
Planning and organisation of contents	Thoroughly planned according to task, audience, context and format Striking introduction which immediately grasps audience attention Skilful ending thoroughly drawn together	Very well planned according to task, audience, context and format Very good and appropriate introduction which immediately arouses interest Very good conclusion	Well planned according to task, audience, context and format Good and appropriate introduction which arouses interest Good conclusion	Satisfactory planning according to task, audience, context and format Reasonably good introduction which still arouses interest Reasonably good ending, but sometimes lacks cohesion	Adequate planning according to task, audience, context and format Introduction adequate which arouses some interest Adequate conclusion, but lacks cohesion	Evidence of some planning according to task, audience, context and format Some evidence of introduction, but barely arouses interest Hardly any evidence of a conclusion	No evidence of planning according to task, context audience or format Introduction poor and arouses no audience interest Conclusion lacking
Tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter, appropriate style and register Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing Audience reaction overwhelmingly positive	Very good presenter natural and fluent presentation appropriate style and register Audible articulation Eye contact, facial expressions, gestures and body language functional and convincing Audience interest sustained throughout	Good presenter, fluent presentation appropriate style and register Largely audible articulation Eye contact, facial expressions, gestures and body language largely functional and convincing Audience interest sustained.	Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate Reasonably clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably convincing Most members of the audience follow with interest	Sometimes fluent, but presentation lacks appropriate style and register Adequately audible and clear articulation Adequate eye contact, facial expressions, gestures and body language but not always convincing Mixed reaction from the audience	Hesitant, lacks expression Lacks fluency, mostly inappropriate style and register Articulation not clear and hardly audible Very little eye contact / facial expressions / body language Lack of audience interest shown	Inappropriate tone, style and register Sloppy indistinct articulation mostly inaudible Almost non-existent eye contact, inappropriate facial expression and body language No audience contact
Critical awareness of language usage	Outstanding language manipulation in order to evoke audience response Exceptional awareness of, and sensitivity to respectful language use on cultural issues	Very good language manipulation in order to evoke audience response Very good awareness of, and sensitivity to respectful language use on cultural issues	Good language manipulation in order to evoke audience response Good awareness of, and sensitivity to respectful language use on cultural issues	Reasonable language manipulation in order to evoke audience response Reasonable awareness of, and sensitivity to respectful language use on cultural issues	Some language manipulation in order to evoke audience response Moderate awareness of, and sensitivity to respectful language use on cultural issues	Struggles to manipulate language in order to evoke audience response Seldom aware or sensitive or respectful to language use on cultural issues	Unable to manipulate language Hardly ever aware of sensitive or respectful language use on cultural issues

EXAMINATION GUIDELINES: ENGLISH FAL 2016

2.6.5 ASSESSMENT RUBRIC FOR PREPARED SPEECH (RESPONSE TO WRITTEN TEXT)

	Code 7 Outstanding 8-10	Code 6 Meritorious 7	Code 5 Substantial 6	Code 4 Adequate 5	Code 3 Moderate 4	Code 2 Elementary 3	Code 1 Not achieved 0-2
Research skills	<p>Convincing evidence that a wide range of interesting and relevant sources have been consulted</p> <p>A wide range of new and interesting facts and examples make the presentation impressive</p>	<p>Sound evidence that a wide range of interesting and relevant sources have been consulted</p> <p>New and interesting facts and examples contribute to a well-structured presentation</p>	<p>Good evidence that a wide range of interesting and relevant sources have been consulted</p> <p>Interesting facts and examples contribute to a well-structured presentation</p>	<p>Satisfactory evidence that relevant sources have been consulted</p> <p>Presentation is interesting and some new and interesting facts and examples have been given</p>	<p>Some evidence that relevant sources were used</p> <p>Presentation is adequate but without the spark of new ideas, facts or information</p>	<p>Limited evidence of partial use of sources</p> <p>Little evidence of research owing to lack of new ideas, facts or information</p>	<p>If sources were used, there is little or no evidence in the presentation</p> <p>Hardly any new ideas</p> <p>Any research done does not contribute to the effectiveness of the presentation</p>
Planning and organisation of contents	<p>Thoroughly planned according to task, audience, context and format</p> <p>Striking introduction which immediately grasps audience attention</p> <p>Brilliant development of ideas and argument</p> <p>Contents reflects outstanding creativity, originality and mature insight</p> <p>Skilful ending thoroughly drawn together</p>	<p>Very well planned according to task, audience, context and format</p> <p>Very good and appropriate introduction which immediately arouses interest</p> <p>Very good, and sustained development of ideas and argument</p> <p>Contents reflects creativity originality and some insight</p> <p>Very good conclusion</p>	<p>Well planned according to task, audience, context and format</p> <p>Good and appropriate introduction which arouses interest</p> <p>Good, and sustained development of ideas and argument</p> <p>Content reflects creativity originality and some insight</p> <p>Good conclusion</p>	<p>Satisfactory planning according to task, audience, context and format</p> <p>Reasonably good introduction which still arouses interest</p> <p>Good development of argument which can be followed easily</p> <p>Contents fairly original, but not always creative and insight sometimes lacking</p> <p>Reasonably good ending, but sometimes lacks cohesion</p>	<p>Adequate planning according to task, audience, context and format</p> <p>Introduction adequate which arouses some interest</p> <p>Adequate development of ideas and argument but has problems with cohesion</p> <p>Contents shows some originality, but not always creative and lacks insight</p> <p>Adequate conclusion, but lacks cohesion</p>	<p>Evidence of some planning according to task, audience, context and format</p> <p>Some evidence of introduction, but barely arouses interest</p> <p>Some arguments can be followed, but others are inconsistent / can barely be followed</p> <p>Contents is barely original and lacks creativity or originality</p> <p>Hardly any evidence of a conclusion</p>	<p>No evidence of planning according to task, context audience or format</p> <p>Introduction poor and arouses no audience interest</p> <p>Cannot sustain argument</p> <p>Shows little understanding of topic</p> <p>Contents poor, boring and banal</p> <p>Conclusion lacking</p>

EXAMINATION GUIDELINES: ENGLISH FAL 2016

<p>Tone, speaking and presentation skills</p>	<p>Natural delivery, a fluent skilled and animated presenter, appropriate style and register Clearly audible articulation</p> <p>Eye contact, facial expressions, gestures and body language outstanding, functional and convincing</p> <p>Audience reaction overwhelmingly positive</p> <p>Confident delivery with very little use of notes</p>	<p>Very good presenter natural and fluent presentation appropriate style and register Audible articulation</p> <p>Eye contact, facial expressions, gestures and body language functional and convincing Audience interest sustained throughout</p> <p>Notes used effectively and with confidence</p>	<p>Good presenter, fluent presentation appropriate style and register Largely audible articulation</p> <p>Eye contact, facial expressions, gestures and body language largely functional and convincing Audience interest sustained.</p> <p>Notes used effectively</p>	<p>Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate Reasonably clear articulation and audibility</p> <p>Eye contact, facial expressions, gestures and body language reasonably convincing Most members of the audience follow with interest Some dependency on notes but still good contact with the audience</p>	<p>Sometimes fluent, but presentation lacks appropriate style and register Adequately audible and clear articulation</p> <p>Adequate eye contact, facial expressions, gestures and body language but not always convincing Mixed reaction from the audience</p> <p>Use of notes often detract from presentation</p>	<p>Hesitant, lacks expression, fluency Mostly inappropriate style and register Articulation not clear and hardly audible Very little eye contact / facial expressions / body language</p> <p>Lack of audience interest shown</p> <p>Dependent on notes</p>	<p>Inappropriate tone, style and register</p> <p>Sloppy indistinct articulation mostly inaudible Almost non-existent eye contact, inappropriate facial expression and body language No audience contact</p> <p>Totally dependent on notes</p>
<p>Critical awareness of language usage</p>	<p>Thorough, mature vocabulary and creative language use</p> <p>Outstanding language manipulation in order to evoke audience response</p> <p>Exceptional awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Very good mature vocabulary and creative language use</p> <p>Very good language manipulation in order to evoke audience response</p> <p>Very good awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Good vocabulary and creative language use</p> <p>Good language manipulation in order to evoke audience response</p> <p>Good awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Reasonably mature vocabulary and creative language use</p> <p>Reasonable language manipulation in order to evoke audience response</p> <p>Reasonable awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Adequate vocabulary and language use</p> <p>Some language manipulation in order to evoke audience response</p> <p>Moderate awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Limited vocabulary and language use</p> <p>Struggles to manipulate language in order to evoke audience response</p> <p>Seldom aware or sensitive or respectful to language use on cultural issues</p>	<p>Very limited vocabulary and language</p> <p>Unable to manipulate language</p> <p>Hardly ever aware of sensitive or respectful language use on cultural issues</p>
<p>Choice, design and use of audio and/or visual; aids</p>	<p>Excellent and tastefully appropriate choice and presentation of visual aids</p> <p>Visual aids make an impact on the audience and effectively contribute to the success of the presentation</p>	<p>Very good and appropriate choice and use of visual aids</p> <p>Presenter is able to use visual aids effectively to enhance the presentation</p>	<p>Good and appropriate choice and use of visual aids</p> <p>Presenter is able to use visual aides to enhance the presentation</p>	<p>Visual aids are mostly relevant to the topic</p> <p>Most of the visual aids used contribute to the success of the presentation</p>	<p>Visual aids adequately used, but not always totally appropriate</p> <p>Visual aids do not always contribute to presentation</p>	<p>Seldom uses visual aids</p> <p>Use of aids sometimes clumsy and not functional</p>	<p>Makes no use of visual aids</p>

3. THE IMPORTANCE OF BALANCED PAPERS – DIFFERENTIATION AND WEIGHTING

Description (Cognitive Levels)	Question types	Percentage of Task
Literal (Level 1)	<p>Questions that deal with information explicitly stated in the text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name the things/people/places/elements ... <input type="checkbox"/> State the facts/reasons/points/ideas ... <input type="checkbox"/> Identify the reasons/persons/causes ... <input type="checkbox"/> List the points/facts/names/reasons ... <input type="checkbox"/> Describe the place/person/character ... <input type="checkbox"/> Relate the incident/episode/experience ... 	Levels 1 & 2: 40%
Reorganisation (Level 2)	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarise the main points/ideas/pros/cons/ ... <input type="checkbox"/> Group the common elements/factors ... <input type="checkbox"/> State the similarities/differences ... <input type="checkbox"/> Give an outline of ... 	
Inference (Level 3)	<p>Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the main idea links with theme/message <input type="checkbox"/> Compare the ideas/attitudes/actions ... <input type="checkbox"/> What is the writer's (or character's) intention/ attitude/motivation/reason ... <input type="checkbox"/> Explain the cause/effect of ... <input type="checkbox"/> What does an action/comment/attitude (etc.) reveal about the narrator/writer/character ... <input type="checkbox"/> How does the metaphor/simile/image affect your understanding ... <input type="checkbox"/> What, do you think, will be the outcome/effect (etc.) of an action/situation <p>Multiple choice questions Choose the correct option from a list Fill in the blanks using contextual clues Questions on visual and graphic literacy</p>	Level 3: 40%
Evaluation (Level 4)	<p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you think that what transpires is credible/realistic/ possible ...? <input type="checkbox"/> Is the writer's argument valid/logical/conclusive ...? <input type="checkbox"/> Discuss/Comment critically on the action/intention/ motive/attitude/suggestion/implication ... <input type="checkbox"/> Do you agree with the view/statement/observation/ interpretation? <input type="checkbox"/> In your view, is the writer/narrator/character justified in suggesting/advocating that ... (Substantiate your response/Give reasons for your answer.) <input type="checkbox"/> Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. <input type="checkbox"/> What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? <input type="checkbox"/> Discuss critically/Comment on the value judgements made in the text 	Levels 4 & 5: 20%
Appreciation (Level 5)	<p>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).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss your response to the text/incident/ situation/conflict/ dilemma ... <input type="checkbox"/> Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? <input type="checkbox"/> Discuss/Comment on the writer's use of language... <input type="checkbox"/> Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/metaphors/use of poetic techniques/literary devices ... 	

NOTE:

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

Barrett's Digital Taxonomy Examination Assessment Instrument

Purpose:

This instrument is designed to analyse the composition and structure of examinations and tests in order to balance higher, middle and lower order thinking skills.

The age, level of development, grade and subject being assessed, should adhere to the Cognitive requirements.

Process:

1. Place the question number in the first column of the table.
2. Apply the action verbs in the question in the columns matching the table
3. Place the marks allocated to each question in the columns matching the number and verb.
4. Add the marks in each level of the taxonomy in the total column and calculate the percentage of the assessment task in each level.

This taxonomy is to be completed in the preparation of all examination papers and assignments and placed in the teacher's file.

