MARKS: 100

These marking guidelines consist of 12 pages.
INSTRUCTIONS AND INFORMATION

These marking guidelines must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY

QUESTION 1

Instructions to Markers:

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some ways in which the topic could be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

NOTE:
- Adhere to the length of 250–300 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 2019

Reflective/Narrative/Descriptive

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and a captivating ending.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.
1.2 **Finally, there was …**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line and a captivating ending.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

1.3 **I realise that I am responsible for my own happiness.**

Reflective/Discursive/Argumentative/Descriptive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and a captivating ending.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.
1.4 **Good fences make good neighbours.**

Reflective/Argumentative/Discursive/Narrative

- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If narrative, the essay must have a strong story line and a captivating ending.

**NOTE:** A candidate may write an essay which contains elements of more than one type of essay.

1.5 **An amazing person**

Descriptive/Reflective/Narrative

- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If reflective, the essay should convey the writer's/candidate's reactions and feelings.
- If narrative, the essay must have a strong story line and a captivating ending.
1.6  

'Whatever the mind can conceive and believe, the mind can achieve'  
– Dr Ntokozo Hlongwane

Reflective/Argumentative/Discursive/Descriptive/Narrative

- If reflective, the essay should convey the writer’s/candidate’s reactions and feelings.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer’s opinion.
- If discursive, the arguments for and against must be well-balanced and clearly analysed in the essay. The candidate must provide supporting evidence for his/her arguments. The candidate may come to a particular conclusion at the end of the essay, which should include recommendations.
- If descriptive, the candidate should create a picture in words, using as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line and a captivating ending.

NOTE: A candidate may write an essay which contains elements of more than one type of essay.

1.7  

Interpretation of pictures

- The candidate should give the essay a suitable title.
- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate may write in any appropriate tense.

1.7.1  

Picture: A teddy bear

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a toy, a gift, a friend
- Figurative interpretations: love, comfort, joy

1.7.2  

Picture: A man on a road

Narrative/Descriptive/Reflective/Argumentative/Discursive

- Literal interpretations: a journey, roads/painting
- Figurative interpretations: destiny, dreams, the journey of life

TOTAL SECTION A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

NOTE:
- Adhere to the length of 120 – 150 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

2.1 FRIENDLY LETTER

A letter giving information to a friend on places of interest to visit in your province.

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending

- The tone and register of the letter should be friendly and informal.
- The candidate must provide information on places of interest. [30]

2.2 SPEECH

A speech on the importance of reading.

- The speech should be written beginning with a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.

- The speech must include the following:
  - An introduction that attracts attention
  - Well-developed points
  - A conclusion [30]
2.3 COVERING LETTER

Application for the position of caregiver.

- Acceptable variations of format must be allowed.
- The letter should be addressed to the manager of a nursing home for the elderly.
- The tone and register of the letter should be formal.
- The letter should have an introduction, a body and conclusion.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The Manager
  - Name of the nursing home for the elderly
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature and name of sender
- The content of the letter must match the CV provided in the question paper. [30]

2.4 NEWSPAPER ARTICLE

An article for a local newspaper providing information on the benefits of social media for teenagers.

- The article must have a suitable heading.
- The article must have clearly defined paragraphs.
- The article must provide information on the benefits of social media for teenagers.
- The style should be personal but not informal, speaking directly to the reader.
- The language may be formal.
- The article should be stimulating to the reader. [30]

TOTAL SECTION B: 30
SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

NOTE:
- Adhere to the length of 80–100 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

3.1 DIARY ENTRIES

The candidate's feelings before and after the principal's visit.

- There MUST be TWO diary entries with two different dates/times.
- The first entry must express the candidate's feelings before the principal's visit and the second entry must express the candidate's feelings after the principal's visit.
- The diary entries must be written in the first person.
- The language must be simple and informal.
- The tone must reflect suitable emotions.

3.2 INVITATION CARD

An invitation to the drama clubs of neighbouring schools.

- The following aspects of format must be included:
  - Date
  - Venue
  - Time
- Type of function should be clear.
- Language should be suited to the context.
- Full sentences are not necessary.

NOTE: Do not award marks for illustrations.
3.3 INSTRUCTIONS

Instructions to you on how to choose a suitable wedding venue.

The instructions:

- May be in point or paragraph form.
- Must be in a logical sequence.
- Must be written in the imperative.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
## ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
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<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
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<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong> Tone, register, style, vocabulary appropriate to purpose, effect and context; Word choice; Language use and conventions; punctuation, grammar, spelling</td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
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<tr>
<td><strong>STRUCTURE</strong> Features of text; Paragraph development and sentence construction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0–1</td>
</tr>
</tbody>
</table>

**Upper level**

- 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**

- Excellent response but lacks the exceptionally striking qualities of the outstanding essay
- Mature and intelligent ideas
- Skillfully 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

**15 MARKS**

- Language excellent and rhetorically effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

**10 MARKS**

- Language and rhetoric effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

**7 MARKS**

- Language and rhetoric effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

**5 MARKS**

- Language excellent and rhetorically effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

**3 MARKS**

- Language excellent and rhetorically effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

**2 MARKS**

- Language and rhetoric effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

**0–1 MARKS**

- Language and rhetoric effective in tone
- Virtually error-free in grammar and spelling
- Skillfully 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 vocabulary
- Exceptionally limited vocabulary

- Language incomprehensible
- 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

- Necessary points lacking
- Sentences and paragraphs faulty
- Essay lacks sense

- Some valid points
- Sentences and paragraphs faulty
- Essay still makes some sense

- Total irrelevant response
- Confused and unfocused ideas
- Vague and repetitive
- Unorganised and incoherent

- No attempt to respond to the topic
- Completely irrelevant and inappropriate
- Unfocused and muddled

- Language incomprehensible
- Tone, register, style and vocabulary not appropriate to purpose, audience and context
- Very basic use of language
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- No attempt to respond to the topic
- Completely irrelevant and inappropriate
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- Language incomprehensible
- Tone, register, style and vocabulary not appropriate to purpose, audience and context
- Very basic use of language
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- Very limited vocabulary

- Necessary points lacking
- Sentences and paragraphs faulty
- Essay lacks sense

- Some valid points
- Sentences and paragraphs faulty
- Essay still makes some sense

- Total irrelevant response
- Confused and unfocused ideas
- Vague and repetitive
- Unorganised and incoherent

- No attempt to respond to the topic
- Completely irrelevant and inappropriate
- Unfocused and muddled

- Language incomprehensible
- 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
# ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

<table>
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<tr>
<th>Criteria</th>
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<th>Moderate</th>
<th>Elementary</th>
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<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
<td>15–18</td>
<td>11-14</td>
<td>8-10</td>
<td>5-7</td>
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<tr>
<td>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</td>
<td>-Outstanding response beyond normal expectations</td>
<td>-Very good response demonstrating good knowledge of features of the type of text</td>
<td>-Adequate response demonstrating some knowledge of features of the type of text</td>
<td>-Basic response revealing no knowledge of features of the type of text</td>
<td>-Response reveals no knowledge of features of the type of text</td>
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<td></td>
<td>-Intelligent and mature ideas</td>
<td>-Maintains focus – no digressions</td>
<td>-Not completely focused – some digressions</td>
<td>-Some focus but writing digresses</td>
<td>-Meaning obscure with major digressions</td>
</tr>
<tr>
<td></td>
<td>-Extensive knowledge of features of the type of text</td>
<td>-Coherent in content and ideas, very well elaborated and details support topic</td>
<td>-Reasonably coherent in content and ideas</td>
<td>-Not always coherent in content and ideas</td>
<td>-Not coherent in content and ideas</td>
</tr>
<tr>
<td></td>
<td>-Writing maintains focus</td>
<td>-Appropriate format with minor inaccuracies</td>
<td>-Some details support the topic</td>
<td>-Few details support the topic</td>
<td>-Very few details support the topic</td>
</tr>
<tr>
<td></td>
<td>-Coherence in content and ideas</td>
<td>-Appropriate and accurate format</td>
<td>-Generally appropriate format but with some inaccuracies</td>
<td>-Necessary rules of format vaguely applied</td>
<td>-Necessary rules of format not applied</td>
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<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4-5</td>
<td>0–3</td>
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<tr>
<td>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</td>
<td>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary appropriate to purpose, audience and context</td>
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<td>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</td>
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<td></td>
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<td>-General grammatically accurate and well-constructed</td>
<td>-Some grammatical errors</td>
<td>-Error-ridden and confused</td>
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<td></td>
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<td>-Very good vocabulary</td>
<td>-Adequate vocabulary</td>
<td>-Vocabulary not suitable for purpose</td>
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<tr>
<td></td>
<td></td>
<td>-Mostly free of errors</td>
<td>-Errors do not impede meaning</td>
<td>-Limited vocabulary</td>
<td>-Meaning obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Meaning obscured</td>
<td>-Meaning seriously impaired</td>
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### ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

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<td><strong>CONTENT, PLANNING &amp; FORMAT</strong></td>
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<tr>
<td>Response and ideas; Organisation of ideas; Features/conventions and context</td>
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<td>4-5</td>
<td>0-3</td>
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<tr>
<td>-Outstanding response beyond normal expectations</td>
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<td>-Adequate response, demonstrating knowledge of features of the type of text</td>
<td>-Basic response, demonstrating some knowledge of features of the type of text</td>
<td>-Response reveals no knowledge of features of the type of text</td>
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<td>-Intelligent and mature ideas</td>
<td>-Maintains focus – no digressions</td>
<td>-Some focus but writing digresses</td>
<td>-Not always coherent in content and ideas</td>
<td>-Meaning obscure with major digressions</td>
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<td>-Extensive knowledge of features of the type of text</td>
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<td>-Necessary rules of format vaguely applied</td>
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<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
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<td>5-6</td>
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<td>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</td>
<td>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</td>
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<td>-Meaning seriously impaired</td>
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