



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**OFFICIAL LANGUAGES:
HOME LANGUAGE (HL)**

**EXAMINATION GUIDELINES
SENIOR CERTIFICATE (SC)**

GRADE 12

2015

These guidelines consist of 23 pages.

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1. INTRODUCTION

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

The purpose of these Examination Guidelines is to provide clarity on the depth and scope of the content to be assessed in the Grade 12 Senior Certificate (SC) Examination in Official Languages: Home Language.

These Examination 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):

- A résumé of subjects for the Senior Certificate
- Curriculum and Assessment Policy Statements for all approved subjects
- Circular E27 of 2014: Literature Networks for the Amended Senior Certificate 2015 Examinations

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 provide information on the contents of the question papers for the Senior Certificate qualification 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 shall contain the following information:

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

| |
|--|
| <p>.... Home Language P1</p> <p>May/June ... (year of exam)</p> <p>Time: 2 hours</p> <p>Marks: 70</p> <p>This paper consists ofpages.</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 | (30 marks) |

2. Answer ALL the questions.

3. Start EACH section on a NEW page.

4. Rule off after each section.

5. Number the answers correctly according to the numbering system used in this question paper.

6. Leave a line after each answer.

7. Pay special attention to spelling and sentence construction.

8. Suggested time allocation:

| | |
|------------|------------|
| SECTION A: | 50 minutes |
| SECTION B: | 30 minutes |
| SECTION C: | 40 minutes |

9. Write neatly and legibly.

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

- **There will be TWO texts** – ONE prose and ONE visual. The visual text shall be related to the prose text.
- **Reading length**

Text A (Prose): The length of the prose text will be as follows:

Disjunctive orthography: 700–800 words

Conjunctive orthography: 500–560 words

Text B (Visual/Graphic):

Can be of any genre

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

Focus of questions shall be on the visual information.

Comprehension will be tested in context.

NOTE:

There will be:

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

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 of this document for types of questions.

Points to consider

- Candidates should use Standard language. Language/Expression should be appropriate in context.
- Avoid the following: contractions, slang, colloquialisms, vulgar language.
- For open-ended questions, no marks will be awarded for YES/NO or I AGREE/ I DISAGREE. The reason/substantiation/motivation is what will be considered.
- No marks will be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what will be considered.

3.4 SECTION B: SUMMARY – 10 marks**QUESTION 2**

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

Length of text:

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

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

NOTE: The summary text will not come from the comprehension passage.
Selecting the text and setting the summary

- The type of text chosen for the summary shall afford candidates the opportunity to demonstrate ability to identify the main points/arguments from the examples which illustrate them.
- Candidates should not quote verbatim (word for word from the text).
- Indicate the number of words used in brackets.

Marks will be awarded as follows:

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

NOTE:

- **Word Count:**
 - Markers will be required to verify the number of words used.
 - Marks will not be deducted 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, markers will read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

3.5 **SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS (assessed in context) 30 marks**

THREE QUESTIONS as indicated below.

Will test the following:

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

QUESTION 3:

One or two advertisement/s (combination of visual and written/verbal): 10 marks

QUESTION 4:

One or two cartoon/s (single and/or multiple frames): 10 marks

QUESTION 5:

Prose: 10 marks

Length of text:

Disjunctive: 150–200 words.

Conjunctive: 120–150 words.

NOTE:

There will be:

- Two open-ended questions in SECTION C (one in the advert and one in the cartoon)
- A maximum of two multiple-choice questions.

4. PAPER 2 (LITERATURE)**4.1 Format**

The paper consists of THREE sections:

SECTION A: Poetry (30 marks)

SECTION B: Novel (25 marks)

SECTION C: Drama (25 marks)

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

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

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

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

QUESTION 5: UNSEEN POEM (not prescribed)

- Compulsory
 - Contextual
- MARKS: 10

LENGTH OF POETRY ESSAY

Disjunctive: 250–300 words

Conjunctive: 190–240 words

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

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

LENGTH OF ESSAYS

Disjunctive: 400–450 words

Conjunctive: 340–390 words

LENGTH OF EXTRACT(S)

- **ONE** extract:
Disjunctive: approximately 350–450 words
Conjunctive: 200–350 words
- **TWO** extracts:
Disjunctive: approximately 250 words each
Conjunctive: 175 words each

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

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

LENGTH OF ESSAYS

Disjunctive: 400–450 words

Conjunctive: 340–390 words

LENGTH OF EXTRACT(S)

- ONE extract:
Disjunctive: approximately 350–450 words
Conjunctive: 200–350 words
- TEO extracts:
Disjunctive: approximately 250 words each
Conjunctive: 175 words each

NOTE: Names of speakers are not counted as part of the extract.
Stage directions are counted as part of the extract.

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

4.2 Structure of the Question Paper

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

4.3 Cover Page

The cover page shall contain the following information:

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

.... Home Language P2

May/June ... (year of exam)

Marks: 80

Time: 2½ hours

This paper consists ofpages.

4.4 Instructions and Information

This page should contain the following information:

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

4.5 **Table of Contents**

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

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

***NOTE:**

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

4.6 Checklist

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

4.7 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.

Points to consider

- For open-ended questions, no marks will be awarded for YES/NO or I AGREE/ I DISAGREE. The reason/substantiation/motivation is what will be considered.
- No marks will be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what will be considered.

5. PAPER 3 (WRITING)

FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPER

5.1 Cover Page

The cover page shall contain the following information:

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

| |
|--|
| <p>... Home Language P3</p> <p>May/June ... (year of exam)</p> <p>Marks: 100</p> <p>Time: 2½ hours</p> <p>This question paper consists of ... pages.</p> |
|--|

5.2 Instructions and Information

1. This question paper consists of TWO SECTIONS:
SECTION A: Essay: 50 marks
SECTION B: Transactional Texts: 2 x 25 = 50 marks
NOTE: Candidates are required to answer TWO questions from this section.
2. Answer ONE question from SECTION A and TWO questions from SECTION B.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (using a mind map/diagram/flow chart/key words, etc.), edit and proof-read your work. The plan must appear BEFORE the essay.
6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.
7. You are strongly advised to spend your time as follows:
SECTION A: approximately 80 minutes
SECTION B: approximately 35 x 2 minutes
8. Number the answers correctly according to the numbering system used in this question paper.
9. The title/heading must not be considered when doing a word count.
10. Write neatly and legibly.

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

Candidates will be expected to answer ONE essay question.

Length of essay

Disjunctive Orthography: 400–450 words

Conjunctive Orthography: 340–390 words

Types of essays to be set

| |
|---|
| narrative, descriptive, reflective, discursive, argumentative |
|---|

Number of topics to be set

There will be **8 topics** to choose from, of which a minimum of TWO and a maximum of THREE shall be visual stimuli.

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 |

Refer to **Appendix C** on the assessment of an essay.

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

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

Length of texts

Disjunctive Orthography: 180–200 words (content only)

Conjunctive Orthography: 100–120 words (content only)

Types of texts candidates will be required to write

(Refer to the CAPS: page 82)

SIX topics will be set from the categories indicated below.

Category A:

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

Category B:

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

Category C:

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

Category D:

Formal speech/informal speech/dialogue/written interview

Candidates will be expected to answer TWO questions.

Weighting and rubrics

Texts will be assessed on the following criteria:

| CRITERIA | MARKS |
|---|--------------|
| Content, planning and format (60%) | 15 |
| Language, style and editing (40%) | 10 |
| TOTAL | 25 |

Refer to **Appendix D** on the assessment of a transactional text.

6.1 APPENDIX A: RUBRIC FOR MARKING THE POETRY ESSAY

SECTION A: ASSESSMENT RUBRIC FOR LITERARY ESSAY: POETRY [10 MARKS]

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

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

6.2 APPENDIX B: RUBRIC FOR MARKING THE LITERARY ESSAY

SECTIONS B AND C: ASSESSMENT RUBRIC FOR THE LITERARY ESSAY: NOVEL AND DRAMA [25 MARKS]

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

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

6.3 APPENDIX C: ASSESSMENT RUBRIC: ESSAY

- Always use the rubric when marking the creative essay (Paper 3, Section A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

| Criteria | | Exceptional 28–30 | Skilful 22–24 | Moderate 16–18 | Elementary 10–12 | Inadequate 4–6 |
|---|--------------------|--|--|---|--|--|
| CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS | Upper level | -Outstanding/Striking 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 coherent and 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 -Disorganised and incoherent |
| | Lower level | -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully 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 |

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

| Criteria | | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--------------------|--|---|---|---|---|
| | | 14–15 | 11–12 | 8–9 | 5–6 | 0–3 |
| LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; word choice; language use and conventions, punctuation, grammar, spelling | Upper level | -Tone, register, style and 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 -Very skilfully crafted | -Tone, register, style and vocabulary largely 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 -Rhetorical devices used to enhance content | -Tone, register, style and 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 and vocabulary less 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 -Skilfully 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 -Limited use of rhetorical devices | 4 -Use of language Inadequate -Little or no variety in sentence -Exceptionally limited vocabulary | |
| STRUCTURE Features of text; Paragraph development and sentence construction | | 5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed | 4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied | 3 -Relevant details developed -Sentences, paragraphs well-constructed -Essay 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 |
| | 5 MARKS | | | | | |
| MARK RANGE | | 43–50 | 33–40 | 23–30 | 13–20 | 0–10 |

6.4 APPENDIX D: ASSESSMENT RUBRIC: TRANSACTIONAL TEXT

SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|---|--|---|---|--|
| <p>CONTENT, PLANNING AND FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>15 MARKS</p> | <p>13–15</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>10–12</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>7–9</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>4–6</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>0–3</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 AND EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>10 MARKS</p> | <p>9–10</p> <p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free</p> | <p>7–8</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>5–6</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>3–4</p> <p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured</p> | <p>0–2</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 | 22–25 | 17–20 | 12–15 | 7–10 | 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

NOTE: See table below.

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

8.2.1 Contextual Questions (Language and Literature Papers):

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

(a) **Literal:**

Questions that deal with information explicitly stated in the text.

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

(b) **Reorganisation:**

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

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

(c) **Inference:**

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

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

(d) Evaluation:

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

(e) Appreciation:

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

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

8.2.2 The Literary Essay

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

9. CONCLUSION

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

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