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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2009**

**MEMORANDUM**

**MARKS: 100**

**TIME: 2½ hours**

**This memorandum consists of 10 pages.**

## INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

**NOTE: All pieces of writing should be read at least TWICE during assessment, once for content and once for language and structure.**

### 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 topics could be interpreted. Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning (32 marks)
  - Language, style and editing (12 marks)
  - Structure (6 marks)

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

1.1 This has indeed been a wonderful year.

- Narrative/Descriptive/Reflective essay.
- The time frame of the essay should be limited to this year.
- The following ideas may be explored, **among others**:
  - Some experiences/memorable events/occasions.
  - Lessons the candidate has learnt this year.
  - The people who have had an impact on the candidate's life this year.

**[50]**

1.2 South Africa has hosted important international sporting events in 2009, such as cricket, soccer and rugby. But has the ordinary South African benefited from these events?

Discuss your views.

- Argumentative/Discursive/Expository essay.
- The following ideas may be explored, **among others**:
  - Job creation.
  - Development of infrastructure (stadiums, roads, airports, etc.).
  - Economic benefits.
  - Building a unified South Africa.

[50]

1.3 I have learnt that failure can lead to success.

- Reflective/Narrative essay.
- The following ideas may be explored, among others:
  - The event/incident that resulted in failure.
  - How the candidate dealt with the failure.
  - What eventually led to success.

[50]

1.4 The importance of saving our environment.

- Expository/Discursive essay.
- The following ideas may be explored, **among others**:
  - The damage caused to the planet and certain species.
  - Our dependence on the environment.
  - Ways to save the environment.

[50]

1.5 My favourite type of music, and why I like it.

- Descriptive/Expository/Reflective essay.
- The following ideas may be explored, **among others**:
  - What type of music the candidate enjoys most.
  - Reasons why the candidate enjoys this type of music.
  - Favourite artists who perform this type of music.

[50]

1.6 A terrifying experience.

- Narrative/Descriptive/Reflective essay.
- The following ideas may be explored, **among others**:
  - When and where the experience occurred.
  - What actually happened.
  - The impact this experience has had on the candidate's life.

[50]

## 1.7 Interpretation of pictures.

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates should give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas may be explored in response to the pictures, **among others:**
  - 1.7.1 Early childhood memories/My father/uncle/grandfather I thanked him for .../Family relationships/Things I have learnt from my father/uncle/grandfather.
  - 1.7.2 Love and relationships/The meaning of marriage/Girls and diamonds/A beautiful wedding/Love and marriage/The cost of weddings today/Commitment.
  - 1.7.3 The importance of education/Writing examinations/This is my story .../My favourite author/poet/book/If I could write a story.

**[50]****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. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- 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:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 marks)

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

**2.1 REVIEW**

- The response may be a formal review or in the form of a speech.
- The review must be in paragraph form.
- The tone and register of the review should be appropriate to the content and the target audience (learners).
- The following details should be included, **among others**:
  - Film – the title of the film; the main actors; the director and/or producer; the plot; setting; characterisation; your evaluation of the film.
  - Book – the plot; setting; characterisation; your evaluation of the book.

**[30]****2.2 DIALOGUE**

The following ideas may be explored, **among others**:

- The candidate's interest, aptitudes, likes, favourite subjects at school.
- The subjects the candidate is studying at school.
- The courses the candidate is considering, admission requirements, where the candidate will have to study, duration of study, accommodation options, costs, etc.
- Whether the candidate will be able to study further or not.

NOTE: The dialogue format must be used.

**[30]**

### 2.3 FORMAL LETTER

- The letter should be addressed to a store manager.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender.
  - Date.
  - Address of recipient.
  - Greeting/Salutation.
  - Subject line.
  - Suitable ending.
- The following information should be included in the letter, **among others**:
  - Date of repair and make and/or model of item.
  - Details of problems encountered with the item after repairs.
  - How the candidate would like the matter to be resolved.

**[30]**

### 2.4 SPEECH

- The speech must be in paragraph form.
- The tone of the speech should be formal.
- The language and register should be appropriate to the audience (the learners of the school).
- The following ideas may be explored, **among others**:
  - Details of some of the accidents that have occurred.
  - Factors that have contributed to these accidents.
  - What learners need to do in order to prevent future accidents.

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

## SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENCE/INFORMATIONAL

### QUESTION 3

#### ***Instructions to Markers:***

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

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

### 3.1 POSTER

- The poster should encourage learners to donate items of uniform.
- The following should be included:
  - Heading/Slogan.
  - Reasons for the project.
  - Items required (e.g. shirts, dresses, jerseys, shoes, belts, etc.)
  - When and where the items may be dropped off.
  - Contact person.

NOTE: No marks are awarded for illustrations.

[20]

### 3.2 LIST

- The list must be in point form and complete sentences must be used.
- Numbers or bullets may be used to indicate each new point. Candidates may also choose to write each point on a new line or leave lines between points.
- The following ideas may be explored, **among others**:
  - Drawing up a guest list, if any.
  - Deciding on a suitable date, time and venue for the function.
  - Making arrangements for the event or any other relevant arrangements.

[20]

### 3.3 ADVERTISEMENT

- The advertisement should persuade teenagers to buy the product.
- The language, tone and register should be appropriate to the target group.
- The following should be included, among others:
  - Brand name.
  - Slogan.
  - Details of the product.

NOTE: No marks are awarded for illustrations.

[20]

**TOTAL SECTION C: 20**

**GRAND TOTAL: 100**



**SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50)**

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

FROM: Examination Guidelines: Languages Paper 3/2 – January 2009

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

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

*FROM: Examination Guidelines: Languages Paper 3/2 – January 2009*

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

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
<p align="center"><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p align="center"><b>(13 MARKS)</b></p>	<b><u>10½ – 13</u></b>	<b><u>9½ – 10</u></b>	<b><u>8 – 9</u></b>	<b><u>6½ – 7½</u></b>	<b><u>5½ – 6</u></b>	<b><u>4 – 5</u></b>	<b><u>0 – 3½</u></b>
	<ul style="list-style-type: none"> <li>-Specialized knowledge of requirements of text.</li> <li>-Disciplined writing – learner maintains thorough focus, no digressions.</li> <li>-Text fully coherent in content &amp; ideas, and all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a virtually flawless, presentable text.</li> <li>-Has applied all the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Good knowledge of requirements of text.</li> <li>-Disciplined writing – learner maintains focus, hardly any digressions.</li> <li>-Text is coherent in content &amp; ideas with all details supporting the topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a well crafted &amp; presentable text.</li> <li>-Has applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of the text.</li> <li>-Writing – learner maintains focus, with minor digressions.</li> <li>-Text is coherent in content &amp; ideas, and details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a presentable and good text.</li> <li>-Has applied most of the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – learner digresses but does not impede overall meaning.</li> <li>-Text adequately coherent in content &amp; ideas and some details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of the requirements of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>-Writing – learner digresses, meaning vague in places.</li> <li>-Text moderately coherent in content &amp; ideas and has basic details which support the topic.</li> <li>-Evidence of planning &amp;/or drafting that has produced a moderately presentable &amp; coherent text.</li> <li>-Has a moderate idea of requirements of the format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>-Writing – learner digresses, meaning obscure in places.</li> <li>-Text not always coherent in content &amp; ideas, and has few details which support topic.</li> <li>-Planning/drafting inadequate. Text not well presented,</li> <li>-Has vaguely applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of the text.</li> <li>-Writing – learner digresses, meaning is obscure in places.</li> <li>-Text not coherent in content &amp; ideas and too few details to support the topic.</li> <li>-Planning and drafting non-existent. Poorly presented text.</li> <li>-Has not applied the necessary rules of format.</li> </ul>
<p align="center"><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p align="center"><b>(7 MARKS)</b></p>	<b><u>6 – 7</u></b>	<b><u>5 – 5½</u></b>	<b><u>4½</u></b>	<b><u>3½ – 4</u></b>	<b><u>3</u></b>	<b><u>2½</u></b>	<b><u>0- 2</u></b>
	<ul style="list-style-type: none"> <li>-Text is grammatically accurate and well constructed.</li> <li>-Vocabulary is very appropriate to purpose, audience and context.</li> <li>-Style, tone, register very appropriate.</li> <li>-Text virtually error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is well constructed and accurate.</li> <li>-Vocabulary is mostly appropriate to purpose, audience and context.</li> <li>-Style, tone and register mostly appropriate.</li> <li>-Text largely error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is well constructed and easy to read.</li> <li>-Vocabulary is very appropriate to purpose, audience and context.</li> <li>-Style, tone, register generally appropriate.</li> <li>-Text mostly error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary is adequate for purpose, audience &amp; context.</li> <li>-Style, tone and register adequately appropriate.</li> <li>-Text still contains few errors following proofreading, editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is basically constructed. Several errors.</li> <li>-Vocabulary is limited and not very suitable for purpose, audience and context.</li> <li>-Lapses in style, tone and register.</li> <li>-Text contains several errors following proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and difficult to follow.</li> <li>-Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>-Style, tone and register inappropriate.</li> <li>-Text error-ridden despite proofreading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and muddled.</li> <li>-Vocabulary requires serious remediation &amp; not suitable for purpose.</li> <li>-Style, tone &amp; register do not correspond with topic</li> <li>-Text error-ridden and confused following proof-reading, editing.</li> <li>-Length – far too long/short.</li> </ul>

*FROM: Examination Guidelines: Languages Paper 3/2 – January 2009*