# EXAMINATION GUIDELINES

# GRADE 12

# LITERATURE

# PAPER 2: HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE

# AND

# PAPER 1: SECTION D: SECOND ADDITIONAL LANGUAGE

**This guideline consist of 26 pages.**

## CONTENTS

# 1.    INTRODUCTION:

These guidelines should be read in conjunction with the following policy documents and circulars (available at schools, district offices and on the website – www.education.gov.za/www.thutong.org.za):

- *National Protocol on Assessment*
- *National Curriculum Statement*
- *Subject Assessment Guidelines (January 2008).*
- *Circular S4 of 2008*
- *Circular S5 of 2008 (attached)*

# 2.    PURPOSE:

The purpose of these guidelines is to standardize the setting of examinations in all eleven official languages in respect of:

- Number of sections
- Types  and levels of questions
- Allocation of marks
- Marking memoranda/assessment rubrics.

# 3.    HOME LANGUAGE

## 3.1    *Format of the question paper:*

**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 for 80 marks as shown below:**

**SECTION A: POETRY**

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed poetry.**

Questions will be set on ANY FOUR of the *prescribed* poems and on ONE *unseen* poem. Candidates must answer questions on ANY TWO of the prescribed poems set AND ONE question on the unseen poem. The questions on prescribed poetry will appear first in the question paper, and then the questions on the unseen poem.

NOTE: The unseen poem is COMPULSORY.

Refer to Tables 1 and 2 below.

| _PRESCRIBED POETRY:_ ANSWER ANY TWO QUESTIONS: | | |
| --- | --- | --- |
| Question 1 | Essay question | 10 marks |
| **OR** | | |
| Question 2 | Contextual question | 10 marks |
| **OR** | | |
| Question 3 | Contextual question | 10 marks |
| **OR** | | |
| Question 4 | Contextual question | 10 marks |

*Table 1*

**AND**

| _UNSEEN POETRY (COMPULSORY):_ ANSWER ONE QUESTION: | | |
| --- | --- | --- |
| Question 5 | Essay question | 10 marks |
| **OR** | | |
| Question 6 | Contextual question | 10 marks |

*Table 2*

**TOTAL MARKS: SECTION A: 30**

*Length of essays:*

Disjunctive orthography: 250 – 300 words
Conjunctive orthography: 190 -240 words

*Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.


**SECTION B: NOVEL**

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed novels.**

There is a choice between an ESSAY and a CONTEXTUAL question on each prescribed novel. Candidates must answer ONE question *on the novel they have studied.* If the candidate chooses to answer the essay question in this section, then he/she MUST answer the contextual question in Section C, and vice versa.

Refer to Table 3 below.

| _**NOVEL:**_ _**ANSWER EITHER THE ESSAY OR THE CONTEXTUAL QUESTION:**_ | | |
|---|---|---|
| Question 7 (*Prescribed novel 1*) | Essay question | 25 marks |
| **OR** | | |
| Question 8 (*Prescribed novel 1*) | Contextual question | 25 marks |
| **OR** | | |
| Question 9 (*Prescribed novel 2*) | Essay question | 25 marks |
| **OR** | | |
| Question 10 (*Prescribed novel 2*) | Contextual question | 25 marks |
| **OR** | | |
| Question 11 (*Prescribed novel 3*) | Essay question | 25 marks |
| **OR** | | |
| Question 12 (*Prescribed novel 3*) | Contextual question | 25 marks |

*Table 3*

**TOTAL MARKS: SECTION B: 25**

*Length of essays:*

Disjunctive orthography: 400 - 450 words
Conjunctive orthography: 340 - 390 words

*Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.

### SECTION C: DRAMA

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed dramas.**

There is a choice between an ESSAY and a CONTEXTUAL question on each prescribed drama. Candidates must answer ONE question *on the drama they have studied.* If the candidate chooses to answer the essay question in this section, then he/she MUST answer the contextual question in Section B, and vice versa.

Refer to Table 4 below.

| *DRAMA:* | | |
|---|---|---|
| *ANSWER EITHER THE ESSAY OR THE CONTEXTUAL QUESTION:* | | |
| Question 13 (*Prescribed drama 1*) | Essay question | 25 marks |
| **OR** | | |
| Question 14 (*Prescribed drama 1*) | Contextual question | 25 marks |
| **OR** | | |
| Question 15 (*Prescribed drama 2*) | Essay question | 25 marks |
| **OR** | | |
| Question 16 (*Prescribed drama 2*) | Contextual question | 25 marks |

*Table 4*

**TOTAL MARKS: SECTION C: 25**

*Length of essays:*

Disjunctive orthography: 400 - 450 words
Conjunctive orthography: 340 - 390 words

*Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.

**3.2    *Structure of the question  paper:***

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

**3.2.1    *The cover page:***

The cover page should contain the following information:

Language, paper, marks and time allocation.

**3.2.2    *Instructions and information page:***

This page should contain the following information:
- Please read this page carefully before you begin to answer questions.
- 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.

- This question paper consists of THREE sections:
  SECTION A: Poetry
  SECTION B: Novel
  SECTION C: Drama
- Follow the instructions at the beginning of each section carefully.
- Answer FIVE QUESTIONS in all: 3 in section A, 1 in section B and 1 in section C. Use the checklist to assist you.
- Number your answers exactly as the questions have been numbered in the question paper.
- Start each section on a NEW page.
- Write neatly and legibly.
- Suggested time management:

  Section A: approximately 40 minutes

  Section B: approximately 55 minutes

  Section C: approximately 55 minutes

### 3.2.3 *Table of Contents page:*

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

| QUESTION NO. | QUESTION | MARKS |
|---|---|---|
| **SECTION A: POETRY**<br>***Prescribed Poetry: Answer ANY TWO questions.*** | | |
| 1 (Title of poem) | Essay question | 10 |
| **OR** | | |
| 2 (Title of poem) | Contextual question | 10 |
| **OR** | | |
| 3 (Title of poem) | Contextual question | 10 |
| **OR** | | |
| 4 (Title of poem) | Contextual question | 10 |
| **AND**<br>***Unseen Poetry: Answer ANY ONE question.*** | | |
| 5 (Title of poem) | Essay question | 10 |
| **OR** | | |
| 6 (Title of poem) | Contextual question | 10 |
| **SECTION B: NOVEL**<br>***Answer ONE question.**** | | |
| 7 (Novel 1 title) | Essay question | 25 |
| **OR** | | |
| 8 (Novel 1 title) | Contextual question | 25 |
| **OR** | | |
| 9 (Novel 2 title) | Essay question | 25 |
| **OR** | | |
| 10 (Novel 2 title) | Contextual question | 25 |
| **OR** | | |
| 11 (Novel 3 title) | Essay question | 25 |
| **OR** | | |
| 12 (Novel 3 title) | Contextual question | 25 |
| **SECTION C: DRAMA**<br>***Answer ONE question.**** | | |
| 13 (Drama 1 title) | Essay question | 25 |
| **OR** | | |
| 14 (Drama 1 title) | Contextual question | 25 |
| **OR** | | |
| 15 (Drama 2 title) | Essay question | 25 |
| **OR** | | |
| 16 (Drama 2 title) | Contextual question | 25 |

**\*NOTE: In sections B and C, answer ONE ESSAY and ONE CONTEXTUAL question.**

### 3.2.4 *Instructions for each section:*
The instructions at the beginning of each section should inform candidates of the choices they have to make and the number of questions they are required to answer.

### 3.2.5 *Questions:*
Candidates must be informed of the length of the answers expected of them. The four assessment standards of Learning Outcome 2: Reading and Viewing must be addressed in the question paper.

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

| SECTION | QUESTION NUMBERS | NO.OF QUESTIONS TO ANSWER | TICK |
|---|---|---|---|
| A: Poetry (Prescribed Poetry) | 1 - 4 | 2 | |
| A: Poetry (Unseen Poem) | 5 - 6 | 1 | |
| B: Novel (Essay OR Contextual) | 7 – 12 | 1 | |
| C: Drama (Essay OR Contextual) | 13 - 16 | 1 | |
| **NOTE:  In Sections B and C, answer ONE ESSAY and ONE CONTEXTUAL question.** | | | |

*Examination Guidelines: Languages Paper 2 – January 2009*

## 4.    FIRST ADDITIONAL LANGUAGE

### 4.1    *Format of the question paper:*

**The paper consists of FOUR sections:**

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

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

### SECTION A: NOVEL

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed novels.**

There is a choice between an ESSAY and a CONTEXTUAL question on each prescribed novel. Candidates must answer ANY ONE question *on the novel they have studied.* See Table 5 below.

| *NOVEL:* | | |
|---|---|---|
| *ANSWER __EITHER__ THE ESSAY __OR__ THE CONTEXTUAL QUESTION:* | | |
| Question 1 (*Prescribed novel 1*) | Essay question | 35 marks |
| **OR** | | |
| Question 2 (*Prescribed novel 1*) | Contextual question | 35 marks |
| **OR** | | |
| Question 3 (*Prescribed novel 2*) | Essay question | 35 marks |
| **OR** | | |
| Question 4 (*Prescribed novel 2*) | Contextual question | 35 marks |

*Table 5*

**TOTAL MARKS: SECTION A: 35**

### *Length of essays:*

Disjunctive orthography: 250 – 300 words
Conjunctive orthography: 190 -240 words

### *Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.

**OR**

## SECTION B: DRAMA

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed dramas.**

There is a choice between an ESSAY and a CONTEXTUAL question on each prescribed drama. Candidates must answer ANY ONE question *on the drama they have studied.* See Table 6 below.

| *DRAMA:* | | |
|---|---|---|
| *ANSWER EITHER THE ESSAY OR THE CONTEXTUAL QUESTION:* | | |
| Question 5 (*Prescribed drama 1*) | Essay question | 35 marks |
| **OR** | | |
| Question 6 (*Prescribed drama 1*) | Contextual question | 35 marks |
| **OR** | | |
| Question 7 (*Prescribed drama 2*) | Essay question | 35 marks |
| **OR** | | |
| Question 8 (*Prescribed drama 2*) | Contextual question | 35 marks |

**Table 6**

**TOTAL MARKS: SECTION B: 35**

*Length of essays:*

Disjunctive orthography: 250 – 300 words
Conjunctive orthography: 190 -240 words

*Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.

**OR**

## SECTION C: SHORT STORIES

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed short stories.**

Questions will be set on TWO prescribed short stories. There is a choice between an ESSAY question and a CONTEXTUAL question. Candidates must answer ONE question *on ONE of the short stories they have studied.* See Table 7 below.

| *SHORT STORIES:* | | |
|---|---|---|
| *ANSWER <u>EITHER</u> THE ESSAY <u>OR</u> THE CONTEXTUAL QUESTION:* | | |
| Question 9 *(Short story 1)* | Essay question | 35 marks |
| **OR** | | |
| Question 10 *(Short story 2)* | Contextual question | 35 marks |

*Table 7*

**TOTAL MARKS: SECTION C: 35**

*Length of essays:*

Disjunctive orthography: 250 – 300 words
Conjunctive orthography: 190 -240 words

*Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.

**OR**

## SECTION D: POETRY

**NOTE: Refer to Circulars S4 and S5 for a list of prescribed poems.**

Questions will be set on FOUR prescribed poems. Candidates must answer questions on ANY TWO prescribed poems. See Table 8 below.

| *POETRY:*<br><br>*ANSWER ANY TWO QUESTIONS:* | | |
|---|---|---|
| Question 11<br>(*Prescribed poem 1*) | Contextual question | 17 ½ marks |
| **OR** | | |
| Question 12<br>(*Prescribed poem 2*) | Contextual question | 17 ½ marks |
| **OR** | | |
| Question 13<br>(*Prescribed poem 3*) | Contextual question | 17 ½ marks |
| **OR** | | |
| Question 14<br>(*Prescribed poem 4*) | Contextual question | 17 ½ marks |

*Table 8*

**TOTAL MARKS: SECTION D: 35**

*Length of answers to contextual questions:*

The number of marks should serve as a guide to the length of the answer expected.

4.2 *Structure of the question paper:*

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

4.2.1 *The cover page:*

The cover page should contain the following information:

Language, paper, marks and time allocation.

**4.2.2**  *Instructions and information page:*

This page should contain the following information:
- Please read this page carefully before you begin to answer questions.
- 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.
- This question paper consists of FOUR sections:
  SECTION A: Novel
  SECTION B: Drama
  SECTION C: Short Stories
  SECTION D: Poetry
- Follow the instructions at the beginning of each section carefully.
- Answer TWO QUESTIONS in all, ONE question each from ANY TWO sections. Use the checklist to assist you.
- Number your answers exactly as the questions have been numbered in the question paper.
- Start each section on a NEW page.
- Write neatly and legibly.
- Suggested time management: Spend approximately 60 minutes on each section.

### 4.2.3  *Table of Contents page:*

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

| **SECTION A: Novel** *Answer ANY ONE question.* | | |
|---|---|---|
| **QUESTION NO.** | **QUESTION** | **MARKS** |
| 1 (Novel 1 title) | Essay question | 35 |
| **OR** | | |
| 2 (Novel 1 title) | Contextual question | 35 |
| **OR** | | |
| 3 (Novel 2 title) | Essay question | 35 |
| **OR** | | |
| 4 (Novel 2 title) | Contextual question | 35 |
| **OR** | | |
| *SECTION B Drama:* *Answer ANY ONE question.* | | |
| 5 (Drama 1 title) ) | Essay question | 35 |
| **OR** | | |
| 6 (Drama 1 title) | Contextual question | 35 |
| **OR** | | |
| 7 (Drama 2 title) | Essay question | 35 |
| **OR** | | |
| 8 (Drama 2 title) | Contextual question | 35 |
| **OR** | | |
| **SECTION C: SHORT STORIES** *Answer ANY ONE question.* | | |
| 9 (Short story 1 title) | Essay question | 35 |
| **OR** | | |
| 10 (Short story 2 title) | Contextual question | 35 |
| **OR** | | |
| **SECTION D: POETRY** *Answer ANY TWO questions.* | | |
| 11 (Poem 1 title) | Contextual question | 17 ½ |
| **OR** | | |
| 12 (Poem 2 title) | Contextual question | 17 ½ |
| **OR** | | |
| 13 (Poem 3 title) | Contextual question | 17 ½ |
| **OR** | | |
| 14 (Poem 4 title) | Contextual question | 17 ½ |

### 4.2.4  *Instructions for each section:*
The instructions at the beginning of each section should inform candidates of the choices they have to make and the number of questions they are required to answer.

### 4.2.5  *Questions:*
Candidates must be informed of the length of the answers expected of them. The four assessment standards of Learning Outcome 2: Reading and Viewing must be addressed in the question paper.

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

| SECTION | QUESTION NUMBERS | NO.OF QUESTIONS TO ANSWER | TICK |
|---|---|---|---|
| A: Novel (Essay OR Contextual) | 1 - 4 | 1 | |
| **OR** | | | |
| B: Drama (Essay OR Contextual) | 5 - 8 | 1 | |
| **OR** | | | |
| C: Short Stories (Essay OR Contextual) | 9 – 10 | 1 | |
| **OR** | | | |
| D: Poetry | 11 - 14 | 2 | |

## 5.    SECOND ADDITIONAL LANGUAGE

In second additional language, literature is tested in section D of Paper 1 and carries 20 marks. Paper 1 is 2 ½ hours long.  There will be TWO questions in section D and candidates will be required to answer ANY ONE question. CONTEXTUAL questions will be set on extracts from TWO different short stories. Candidates should be advised to spend approximately 40 minutes on this section. See Table 9 below.

| SECTION D: LITERATURE *Answer ONE question.* | | |
|---|---|---|
| Question 1 (Title of story 1) | Contextual question | 20 marks |
| **OR** | | |
| Question 2 (Title of story 2) | Contextual question | 20 marks |

*Table 9*

## 6.    MARKING GUIDELINES

- Wherever a candidate has answered more than the required number of questions, mark only the first answer/response. (The candidate may not answer the essay and the contextual question on the same genre.)
- In Section A (Home Language and First Additional Language), if a candidate has answered all four questions on seen poems, mark only the first two.
- In Sections B and C (Home Language), if a candidate has answered two contextual or two essay questions, mark the first one and ignore the second. If a candidate has answered all four questions, mark only the first answer in each Section, provided that one contextual and one essay has been answered.
- If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the next.
- If answers are incorrectly numbered, mark according to the memo.
- If a spelling error affects the meaning, mark incorrect. If it  does not affect the meaning, mark correct.
- *Essay Question:* If the essay is shorter than the required word count, do not penalize because the candidate has already penalized him/herself. If the essay is too long, consider and assess a maximum of 50 words (Disjunctive orthography) and 30 words (Conjunctive orthography) beyond the required word count and **ignore the rest of the essay.**
- *Contextual questions:* If the candidate does not use inverted commas when asked to quote, **do not penalize.**

## 7. RUBRICS

### 7.1 HOME LANGUAGES

#### 7.1.1 RUBRIC FOR MARKING THE POETRY ESSAY

| RUBRIC FOR MARKING THE POETRY ESSAY<br><br>HOME LANGUAGE<br><br>10 MARKS | LANGUAGE<br>Structure, logical flow and presentation. Language, tone and style used in the essay. | Outstanding<br><br>- Coherent structure.<br>- Excellent introduction and conclusion.<br>- Arguments well structured and clearly developed.<br>- Language, tone and style mature, impressive, correct. | Meritorious<br><br>- Essay well structured.<br>- Good introduction & conclusion.<br>- Arguments and line of thought easy to follow.<br>- Language, tone & style correct and suited to purpose.<br>- Good presentation. | Substantial<br><br>- Clear structure & logical flow of argument.<br>- Introduction & conclusion & other paragraphs coherently organised.<br>- Flow of argument can be followed.<br>- Language, tone & style largely correct. | Adequate<br><br>- Some evidence of structure.<br>- Essay lacks a well-structured flow of logic and coherence.<br>- Language errors minor, tone & style mostly appropriate. Paragraphing mostly correct. | Moderate<br><br>- Structure shows faulty planning.<br>- Arguments not logically arranged.<br>- Language errors evident. Tone & style not appropriate to the purpose of academic writing.<br>- Paragraphing faulty. | Elementary<br><br>- Poor presentation and lack of planned structure impedes flow of argument.<br>- Language errors and incorrect style make this a largely unsuccessful piece of writing. Tone & style not appropriate to the purpose of academic writing.<br>- Paragraphing faulty. | Not achieved<br><br>- Difficult to determine if topic has been addressed.<br>- No evidence of planned structure or logic.<br>- Poor language. Incorrect style & tone.<br>- No paragraphing or coherence |
|---|---|---|---|---|---|---|---|---|
| **CONTENT**<br>**Interpretation of topic.**<br>**Depth of argument,**<br>**justification and grasp**<br>**of poem.** | | **7**<br>**80 – 100%** | **6**<br>**70 – 79%** | **5**<br>**60 – 69%** | **4**<br>**50 – 59%** | **3**<br>**40 – 49%** | **2**<br>**30 – 39%** | **1**<br>**0 – 29%** |
| **Outstanding**<br>- In-depth interpretation of topic, all aspects fully explored.<br>- Outstanding response: 90%+. Excellent response: 80 – 89%.<br>- Range of striking arguments extensively supported from poem.<br>- Excellent understanding of genre and poem. | **7**<br>**80 – 100%** | **8 – 10** | **7 – 7 ½** | **7 – 8** | | | | |
| **Meritorious**<br>- Above average interpretation of topic, all aspects adequately explored.<br>- Detailed response.<br>- Range of sound arguments given, well supported from poem.<br>- Very good understanding of genre and poem. | **6**<br>**70 – 79%** | **7 ½ – 8 ½** | **7 – 8** | **6 ½ - 7 ½** | **6 – 7** | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Substantial**<br>· Shows understanding and has interpreted topic well.<br>· Fairly detailed response.<br>· Some sound arguments given, but not all of them as well motivated as they could be.<br>· Understanding of genre and poem evident. | **5**<br>**60 – 69%** | **7 – 8** | **6 ½ - 7 ½** | **6 – 7** | **5 ½ - 6 ½** | **5 – 6** | |
| **Adequate**<br>· Fair interpretation of topic, not all aspects explored in detail.<br>· Some good points in support of topic.<br>· Most arguments supported but evidence is not always convincing.<br>· Basic understanding of genre and poem. | **4**<br>**50 – 59%** | | **6 – 7** | **5 ½ - 6 ½** | **5 – 6** | **4 ½ - 5 ½** | **4 – 5** | |
| **Moderate**<br>· Very ordinary, mediocre attempt to answer the question.<br>· Very little depth of understanding in response to topic.<br>· Arguments not convincing and very little justification from poem.<br>· Learner has not fully come to grips with genre or poem. | **3**<br>**40 – 49%** | | | **5 – 6** | **4 ½ - 5 ½** | **4 – 5** | **3 ½ - 4 ½** | **3 – 4** |
| **Elementary**<br>· Poor grasp of topic.<br>· Response repetitive and sometimes off the point.<br>· No depth of argument, faulty interpretation/ Arguments not supported from poem.<br>· Very poor grasp of genre and poem. | **2**<br>**30 – 39%** | | | | **4 – 5** | **3 ½ - 4 ½** | **3 – 4** | **1 – 3 ½** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Not achieved**<br>- Response bears some relation to the topic but argument difficult to follow or largely irrelevant.<br>- Poor attempt at answering the question. The few relevant points have no justification from the poem.<br>- Very poor grasp of genre and poem. | **1**<br>**0 – 29%** | | | | | **3 – 4** | **1 – 3 ½** | **0 – 3** |

### 7.1.2   RUBRIC FOR MARKING THE ESSAY QUESTION FOR NOVEL AND DRAMA
**Note the difference in marks awarded for content versus structure and language**

| CODES AND MARK ALLOCATION | | CONTENT  [15] Interpretation of topic.  Depth of argument, justification and grasp of text. | | STRUCTURE AND LANGUAGE   [10] Structure, logical flow and presentation. Language, tone and  style used in the essay |
|---|---|---|---|---|
| *Code 7* **80 -100%** | **Outstanding** **12 - 15 marks** | - In-depth interpretation of topic, all aspects fully explored. - Outstanding response: 90%+. Excellent response: 80 – 89%. - Range of striking arguments extensively supported from text. - Excellent understanding of genre and text. | **Outstanding** **8 - 10 marks** | - Coherent structure. - Excellent introduction and conclusion. - Arguments well structured and clearly developed. - Language, tone and style mature, impressive, correct. |
| *Code 6* **70 - 79%** | **Meritorious** **10 ½ - 11 ½ marks** | - Above average interpretation of topic, all aspects adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre and text. | **Meritorious** **7 – 7 ½ marks** | - Essay well structured. - Good introduction & conclusion. - Arguments and line of thought easy to follow. - Language, tone & style correct and suited to purpose. - Good presentation. |
| *Code 5* **60 – 69%** | **Substantial** **9 - 10 marks** | - 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. | **Substantial** **6 – 6 ½ marks** | - Clear structure & logical flow of argument. - Introduction & conclusion & other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone &  style largely correct. |
| *Code 4* **50 – 59%** | **Adequate** **7 ½ - 8 ½ marks** | - Fair interpretation of topic, not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre and text. | **Adequate** **5 – 5 ½ marks** | - Some evidence of structure. - Essay lacks a well- structured flow of logic and coherence. - Language errors minor, tone & style mostly appropriate. Paragraphing mostly correct. |
| *Code 3* **40 – 49%** | **Moderate** **6 - 7 marks** | - Very ordinary, mediocre attempt to answer the question. - Very little depth of understanding in response to topic. - Arguments not convincing and very little justification from text. - Learner has not fully come to grips with genre or text. | **Moderate** **4 – 4 ½ marks** | - Structure shows faulty planning. - Arguments not logically arranged. - Language errors evident. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty. |
| **Code 2** **30 – 39%** | **Elementary** **4 ½  -5 ½ marks** | - Poor grasp of topic. - Response repetitive and sometimes off the point. - No depth of argument, faulty interpretation/ Arguments not supported from text. - Very poor grasp of genre and text. | **Elementary** **3 – 3 ½ marks** | - Poor presentation and lack of planned structure impedes flow of argument. - Language errors and incorrect style make this a largely unsuccessful piece of writing. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty. |
| *Code 1* **0 – 29%** | **Not achieved** **0 - 4 marks** | - Response bears some relation to the topic but argument difficult to follow or largely irrelevant. - Poor attempt at answering the question. The few relevant points have no justification from the text. - Very poor grasp of genre and text. | **Not achieved** **0 – 2 ½ marks** | - Difficult to determine if topic has been addressed. - No evidence of planned structure or logic. - Poor language. Incorrect style & tone. - No paragraphing or coherence. |

## 7.2 FIRST ADDITIONAL LANGUAGES

### RUBRIC FOR MARKING THE LITERATURE ESSAY
**Note the difference in marks awarded for content versus structure and language.**

| CODES & MARK ALLOCATION | | CONTENT [25] Interpretation of topic. Depth of argument, justification & grasp of prescribed work. | MARK ALLOCATION | STRUCTURE AND LANGUAGE [10] Structure, logical flow & presentation. Language, tone and style. |
|---|---|---|---|---|
| **Code 7** **80 – 100 %** | **Outstanding** **20 – 25 marks** | - In-depth interpretation of topic, all aspects of topic fully explored. <br> - Excellent response. (90+: outstanding response). <br> - Range of striking arguments extensively supported from text. <br> - Excellent understanding of genre & text. | **Outstanding** **8-10 marks** | - Coherently structured piece. <br> - Excellent introduction & conclusion. <br> - Arguments well structured & clearly developed. <br> - Language, tone & style mature, impressive & correct. |
| **Code 6** **70 – 79 %** | **Meritorious** **17 ½ - 19 ½ marks** | - Above average interpretation of topic. All aspects of topic adequately explored. <br> - Detailed response. <br> - Range of sound arguments given, well supported from text. <br> - Very good understanding of genre & text. | **Meritorious** **7 - 7½ marks** | - Essay well structured. <br> - Good introduction & conclusion. <br> - Arguments & line of thought easy to follow. <br> - Language, tone & style correct & suited to purpose. <br> - Good presentation. |
| **Code 5** **60 - 69 %** | **Substantial** **15 – 17 marks** | - Shows understanding & has interpreted topic well. <br> - Fairly detailed response to topic. <br> - Some sound arguments given, but not all as well motivated as they could be. <br> - Understanding of genre & text evident. | **Substantial** **6 – 6 ½ marks** | - Clear structure & logical flow of argument. <br> - Introduction, conclusion & other paragraphs coherently organized. <br> - Flow of argument can be followed. <br> - Language, tone & style largely correct. |
| **Code 4** **50 - 59 %** | **Adequate** **12 ½ - 14 ½ marks** | - Fair interpretation of topic, but not all aspects explored in detail. <br> - Some good points in support of topic. <br> - Most arguments supported but evidence is not always convincing. <br> - Basic understanding of genre & text. | **Adequate** **5 – 5 ½ marks** | - Some evidence of structure. <br> - Essay lacks well-structured flow of logic & coherence. <br> - Language errors minor, tone & style mostly appropriate. <br> - Paragraphing mostly correct. |
| **Code 3** **40 - 49 %** | **Moderate** **10 – 12 marks** | - Very ordinary, mediocre attempt to answer question. <br> - Very little depth of understanding in response to topic. <br> - Arguments not convincing & very little justification from text. <br> - Learner has not fully come to grips with genre or text. | **Moderate** **4 – 4 ½ marks** | - Planning and/or structure faulty. <br> - Arguments not logically arranged. <br> - Paragraphing faulty. <br> - Language errors evident. <br> - Tone & style not appropriate to purpose of academic writing. |
| **Code 2** **30 - 39 %** | **Elementary** **7 ½ - 9 ½ marks** | - Poor grasp of topic. <br> - Response repetitive & sometimes off the point. <br> - No depth of argument, faulty interpretation/Arguments not supported from text. <br> - Very poor grasp of text & genre. | **Elementary** **marks** **3 – 3 ½** | - Poor presentation & lack of planned structure impedes flow of argument. <br> - Language errors & incorrect style make this a <br> - largely unsuccessful piece of writing. |
| **Code 1** **0 - 29 %** | **Not achieved** **0 – 7 marks** | - Response bears some relation to topic but argument difficult to follow or largely irrelevant. <br> - Poor attempt at answering the question. The few relevant points have no justification from the text. <br> - Very poor grasp of text & genre. | **Not Achieved** **0 – 2 ½ marks** | - Difficult to determine if the topic has been addressed. <br> - No evidence of planned structure or logic. <br> - No paragraphing or coherence. <br> - Poor language. <br> - Incorrect style & tone. |

## 8.    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 10 below, as well as Appendix 1**.**

**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 organization 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 … |
| **See Appendix 1** | | |

*Table 10*

# APPENDIX 1

## ASSESSMENT IN LANGUAGES

## [HL, FAL AND SAL]

## 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**.

## 2.   TYPES OF QUESTIONS

### 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 to which Assessment Standards prescribed in the NCS have been achieved. The level of complexity depends on the level at which the Language is being assessed (i.e. HL, FAL or SAL).

#### 2.1.1   Literal:
Questions that deal with information explicitly stated in the text.
- Name the things/people/places/elements …
- State the facts/reasons/ points/ideas …
- Identify the reasons/persons/causes  …
- List the points/facts/ names/reasons …
- Describe the place/person/character ...
- Relate the incident/episode/experience …
- Etc.

**2.1.2     Reorganisation:**
Questions that require analysis, synthesis or organisation of information explicitly stated in the text.
- Summarize the main points/ideas/ pros/cons/ …
- Group the common elements/factors …
- State the similarities/differences …
- Give an outline of …
- Etc.

**2.1.3     Inference:**
Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.
- Explain the main idea …
- Compare the ideas/attitudes/ actions …
- What is the writer's (or character's) intention/attitude/ motivation/reason …
- Explain the cause/effect of …
- What does an action/comment/attitude (etc) reveal about  the narrator/ writer/character …
- How does the metaphor/simile/image affect your understanding …
- What, do you think, will be the outcome/effect (etc) of an action/situation …
- True/False questions
- Multiple Choice questions
- Choose the correct option (from a given list)
- Fill in the blanks (using contextual clues)
- Questions on visual and graphic literacy
- Etc.

**2.1.4     Evaluation:**
These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.
- Do you think that what transpires is credible/realistic/ possible …?
- Is the writer's argument valid/logical/conclusive …
- Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication  …
- Do you agree with the view/statement/observation/ interpretation that …
-

- 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.
- Etc.

### 2.1.5 Appreciation:

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

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

## 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