



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2020**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
EXEMPLAR**

**MARKS: 100**

**TIME: 2½ hours**



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This question paper consists of 7 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:  

SECTION A: Essay	(50)
SECTION B: Longer Transactional Text	(30)
SECTION C: Shorter Transactional Text	(20)
2. Answer ONE question from EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/diagram/flow chart/key words, etc.), edit and proofread your work. The plan must appear BEFORE each text.
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 approximately:
  - 80 minutes on SECTION A
  - 40 minutes on SECTION B
  - 30 minutes on SECTION C
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading.
10. Do NOT consider the title/heading when doing a word count.
11. Write neatly and legibly.

**SECTION A: ESSAY****QUESTION 1**

- Write an essay of between 200 and 250 words in length on ONE of the following topics.
- Write down the NUMBER and TITLE of the essay you have chosen correctly, for example 1.1 An experience that taught me my parent/parents was/were right.
- Give your OWN title if your choice is QUESTION 1.7.1 OR 1.7.2.
- Spend approximately 80 minutes on this section.

- 1.1 An experience that taught me my parent/parents was/were right. **[50]**
- 1.2 Appearances can be misleading. **[50]**
- 1.3 A mother is the most creative person. **[50]**
- 1.4 Focus! **[50]**
- 1.5 'Education is the passport to the future, for tomorrow belongs to those who prepare for it [tomorrow] today.' – Malcolm X **[50]**
- 1.6 My past does not define me. **[50]**
- 1.7 Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

**NOTE:** There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: Photo essays pin interest] **[50]**

OR

1.7.2



[Source: Photo essays pin interest] **[50]**

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2**

- Respond to ONE of the following transactional writing texts.
- The body of your response should be between 120 and 150 words in length.
- Write down the number and the heading of the text you have chosen, for example 2.1 FRIENDLY LETTER.
- Pay particular attention to format, language and register.
- Spend approximately 40 minutes on this section.

**2.1 FRIENDLY LETTER**

Your mother/father/parent is celebrating his/her 50<sup>th</sup> birthday. You and your siblings are planning a surprise celebration, but you are not sure how to make the occasion really memorable.

Write a letter to your best friend, whose mother is very good at planning, and ask for advice.

**[30]****2.2 OBITUARY**

A young man/woman whom you knew very well has died tragically during a protest march in your community. His/Her family has asked you to write his/her obituary.

Write out the obituary. You must also pay tribute to him/her.

**[30]****2.3 REVIEW**

A new fast food restaurant has opened for business at your local garage. You and a few friends have visited the restaurant and have enjoyed a meal there.

Write a review of your visit to the fast food restaurant.

**[30]**

**2.4 DIALOGUE**

Your parent's friend visited your home. Your father asked you to take him/her home in his car. On your way back home, you had a minor accident. You had to inform your father about the accident.

Write out the conversation that took place between yourself and your father.

**NOTE:** Use the dialogue format.

**[30]**

**TOTAL SECTION B: 30**

**QUESTION 3: SHORTER TRANSACTIONAL TEXT**

- Choose ONE of the following topics and write a short transactional text.
- The body of your response should be between 80 and 100 words in length.
- Write down the NUMBER and the HEADING of the text you have chosen, for example 3.1. INVITATION CARD.
- Spend approximately 30 minutes on this section.

**3.1 INVITATION CARD**

Your local rugby/soccer/netball club is celebrating its 10<sup>th</sup> anniversary. The club plans to have a tournament to celebrate this important occasion. You have been asked to send out an invitation to all the local rugby/soccer/netball clubs to participate in the tournament.

Write out the invitation.

**NOTE:** No marks are awarded for drawings and illustrations.

**[20]**

**3.2 DIARY ENTRIES**

You were experiencing sleepless nights due to a severe toothache. An appointment was made for you at a dentist.

Write TWO diary entries in which you express how you felt BEFORE and AFTER you visited the dentist.

**[20]**

**3.3 INSTRUCTIONS**

Your family has a small business which manufactures a certain product. Your father/mother has asked for your help in writing a set of instructions on how to use the product appropriately.

Write out a set of instructions on how to use and care for the product.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**







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**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MARKING GUIDELINE  
EXEMPLAR**

**MARKS: 100**

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This marking guideline consists of 12 pages.

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## INSTRUCTIONS AND INFORMATION

This memorandum must be used in conjunction 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 respectively. Errors have to be indicated in your second reading.

### 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 can be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

**NOTE:**

- Adhere to the length of 200–250 words as prescribed in the CAPS document. However, should the maximum word count be reached mid-sentence, read to the end of that sentence.
- No additional penalties may be imposed as the rubric itself imposes penalties.

#### 1.1 An experience that taught me my parent/parents was/were right.

Narrative/Reflective/Descriptive essay

- If narrative, a storyline illustrating the statement must be evident in which a series of events is shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If descriptive, there must be a vivid description of an experience/incident.

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

**[50]**

#### 1.2 Appearances can be misleading.

Descriptive/Narrative/Reflective/Discursive essay

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.

- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

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

**[50]**

### 1.3 A mother is the most creative person.

Reflective/Narrative/Descriptive/Discursive essay

- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

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

**[50]**

### 1.4 Focus!

Narrative/Reflective/Descriptive/Discursive essay

- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If reflective, the candidate must still take a stance for or against the topic.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

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

**[50]**

**1.5 'Education is the passport to the future, for tomorrow belongs to those who prepare for it [tomorrow] today.' – Malcolm X**

Discursive/Descriptive/Reflective/Narrative essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.

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

**[50]**

**1.6 My past does not define me.**

Discursive/Reflective/Narrative/Descriptive essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the candidate must still take a stance for or against the topic.
- If narrative, a strong storyline must be evident in which a series of events leads to a negative/positive outcome. There must be a logical sequence of tense.
- If descriptive, the candidate should create pictures in words, trying to use as many senses as possible to make the description clear.

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

**[50]**

## 1.7 Interpretation of pictures

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

### 1.7.1 Picture: Young person on launching pad, running and launching out in flight

- **Literal interpretation:** e.g. launching out, being young, youthfulness, sport, athletics, running, flying, the future, the weather etc.
- **Abstract interpretation:** the sky is the limit, facing challenges, flying into the future, sporting careers, advancement in life, dreams, reaching for the sky etc.

[50]

### 1.7.2 Picture: African pot loaded with coins and notes

- **Literal interpretation:** e.g. the pot of gold at the end of the rainbow, African roots, African values, how African society views/values money, African living, African cuisine food/diet, lucky charms etc.
- **Abstract interpretation:** e.g. entrepreneurship, unemployment, how traditional monetary systems work, poverty alleviation, treasure, a lucky find etc.

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

**NOTE:**

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

**2.1 FRIENDLY LETTER**

A letter to a friend

- The following aspects of format must be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone should be friendly and informal.
- The letter should be about requesting assistance from a friend's mother. **[30]**

**2.2 OBITUARY**

A young man/woman died tragically in a community protest

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
  - Birth place
  - Where the person was living at the time of death
  - Key survivors
- The following aspects may be included:
  - Biographical information
  - Cause of death
  - Date, time and place of funeral
- Tribute must be paid to the deceased. **[30]**

### 2.3 REVIEW

Review of new fast food restaurant at the local garage

- The review must include the following:
  - The name of the restaurant
  - The atmosphere of the place
  - The quality and kind of service rendered
  - The quality and kind of food served and prices
- The review must include a brief discussion of
  - Judgement and recommendation.

**[30]**

### 2.4 DIALOGUE

A conversation between yourself and your father

- A context must be provided at the beginning of the dialogue.
- The following aspects of format must be included:
  - The names of speakers should be followed by a colon
  - A new line should be used to indicate each new speaker
  - Stage directions can be included and must be enclosed in brackets (if used)
- The dialogue must be between yourself and your father.
- The tone must be formal.
- The conversation must be about informing your father about the accident.

**[30]**

**TOTAL SECTION B: 30**

## SECTION C: SHORTER TRANSACTIONAL TEXT

### QUESTION 3

#### INSTRUCTIONS TO MARKERS

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

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

#### 3.1 INVITATION CARD

Invitation to 10<sup>th</sup> anniversary celebrations of rugby/soccer/netball club.

- The invitation must include the following aspects:
  - Date, venue and time
  - Type of function
  - A theme may be included
- Language should be suited to the context.
- Full sentences are not necessary.

**NOTE:** No marks are awarded for drawings and illustrations.

**[20]**

#### 3.2 DIARY ENTRIES

Candidates' feelings **before** and **after** a visit to a dentist.

- There **MUST** be TWO diary entries with two different dates/times.
- The entries should express the candidates' feelings **before** and **after** a visit to a dentist.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

**[20]**



### 3.3 INSTRUCTIONS

Instructions on how to use and care for a product.

- The following aspects should be included:
  - Instructions may be in point or paragraph form.
  - Numbers or bullets may be used to indicate each new instruction.
  - The language should be clear and instructive.
  - Candidates may also choose to write each instruction on a new line or leave lines between instructions.
  - Complete sentences are not necessary.
  - The name of the product should be clear.
- The following may be included:
  - Points on how to use and care for a product. **[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

### SECTION A: RUBRIC FOR ASSESSING ESSAY – ADDITIONAL LANGUAGE [50 MARKS]

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- The marks from 0–50 have been divided into 5 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 sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context	<b>Upper level</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</b>
	<b>Lower level</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</b>
<b>30 MARKS</b>	<b>Upper level</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</b>
	<b>Lower level</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</b>
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling	<b>Upper level</b>	<b>11–12</b>	<b>8–9</b>	<b>5–6</b>	<b>0–3</b>
	<b>Lower level</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0–1</b>
<b>15 MARKS</b>	<b>Upper level</b>	<b>11–12</b>	<b>8–9</b>	<b>5–6</b>	<b>0–3</b>
	<b>Lower level</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0–1</b>
<b>STRUCTURE</b> Features of text Paragraph development and sentence construction	<b>Upper level</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	<b>0–9</b>
	<b>Lower level</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0–1</b>
<b>5 MARKS</b>	<b>40–50</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	<b>0–9</b>

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [30 marks]**

Criteria	Exceptional 15-18	Skilful 11-14	Moderate 8-10	Elementary 5-7	Inadequate 0-4
<p><b>CONTENT, PLANNING AND FORMAT</b> (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context</p>	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format.</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text.</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<p><b>18 MARKS</b></p>					
<p><b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling</p>	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>- Generally grammatically accurate and well-constructed</li> <li>- Very good vocabulary</li> <li>- Mostly free of errors</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors</li> <li>- Adequate vocabulary</li> <li>- Errors do not impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose</li> <li>- Meaning seriously impaired</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose</li> <li>- Meaning seriously impaired</li> </ul>
<p><b>12 MARKS</b> <b>MARKS RANGE</b></p>	<p><b>25-30</b></p>	<p><b>19-23</b></p>	<p><b>14-17</b></p>	<p><b>9-12</b></p>	<p><b>0-7</b></p>

## SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – ADDITIONAL LANGUAGE [20 marks]

Criteria	Exceptional 10-12	Skilful 8-9	Moderate 6-7	Elementary 4-5	Inadequate 0-3
<b>CONTENT PLANNING AND FORMAT</b> (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations</li> <li>- Intelligent and mature ideas</li> <li>- Extensive knowledge of features of the type of text</li> <li>- Writing maintains focus</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic</li> <li>- Appropriate and accurate format</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>12 MARKS</b>					
<b>LANGUAGE, STYLE AND EDITING</b> Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>- Generally, grammatically accurate and well-constructed</li> <li>- Very good vocabulary</li> <li>- Mostly free of errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors</li> <li>- Adequate vocabulary</li> <li>- Errors do not impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>- Inaccurate grammar with numerous errors</li> <li>- Limited vocabulary</li> <li>- Meaning is obscured.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused</li> <li>- Vocabulary not suitable for purpose</li> <li>- Meaning seriously obscured</li> </ul>
<b>8 MARKS</b> <b>MARKS RANGE</b>	<b>7-8</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>0-2</b>
<b>8 MARKS</b> <b>MARKS RANGE</b>	<b>17-20</b>	<b>13-15</b>	<b>10-11</b>	<b>7-8</b>	<b>0-5</b>







