

**INSTRUCTIONS AND INFORMATION**

1. This paper consists of THREE sections:  

SECTION A:	LONG FUNCTIONAL WRITING	50=(30+20)
SECTION B:	SHORT FUNCTIONAL WRITING	30
SECTION C:	VISUAL	20
2. SECTION A and SECTION B, answer ALL the questions. Therefore, Questions 1, 2 and 3 are compulsory.
3. Answer any ONE of the TWO questions in SECTION C. Therefore, do EITHER Question 4 OR 5.
4. Read ALL the questions carefully.
5. Number the answers according to the numbering system used in this question paper.
6. Start each section on a NEW page.
7. Take note of the number of marks allocated per question.
8. Plan your time carefully.
9. Write neatly and legibly.

## **BACKGROUND INFORMATION**

Read the background information on **Examination Entry Permits** before answering the questions.

### **EXAMINATION ENTRY PERMITS**

#### **Memorandum 46 of 2015**

#### **ATTENDANCE**

The 80% class attendance requirement is to be implemented across all levels. Students who have not met the 80% attendance requirement must not be permitted to write the examination in the affected subject/s as per the *Public Further Education and Training College Attendance and Punctuality Policy* published in November 2013.

#### **ACADEMIC PASS REQUIREMENT**

Students must complete all the ICASS and ISAT requirements and achieve:  
50% in Life Orientation  
30% in Mathematics  
40% in English and ALL other subjects.

#### **Some reasons why students did not make the 80% attendance**

- Were unaware of the rule
- Did not know how many days made up 20%
- Trains were late
- There was a protest march
- The weather was terrible
- Taxi violence
- Too lazy to attend
- Playing soccer or other games
- Got up too late, only absent for some periods

#### **Some reasons why students did not make the academic pass percentage**

- Did not pay attention in class
- Did not attend regularly
- Did not hand in all the assessments
- Did not study for the exams
- Did not understand the work

## SECTION A: LONG FUNCTIONAL WRITING

### QUESTION 1: INVESTIGATIVE REPORT

You are the chairperson of the SRC of your college. Student Support Services would like to assist learners who do not meet the academic minimum and/or the 80% attendance requirement. Fifty students at your college were disqualified last year. While Student Support Services would like to assist these students, they are unsure of the reasons why students fail to meet the academic and attendance requirements. Student Support Services turned to the SRC for assistance.

On Tuesday, 15 August 2017, the head of Student Support Services, Ms D Meyer, asked you to investigate and discover the reasons why students do not qualify to write certain subjects during the Final Examinations.

Ms D Meyer gave you two weeks until 31 August 2017 to write a short, formal investigative report. You decide to call a meeting with class representatives, who, in turn, set up a questionnaire for each disqualified student to complete. You also discussed the matter with a number of lecturers and with the campus head.

Carefully read the background information, the text box above and the completed sections of Addendum A: Findings and use it to complete the missing sections on the template marked **Addendum A, INVESTIGATIVE REPORT**.

**Remember to attach Addendum A to your answer sheet.**

CONTENT	GRAMMAR/STYLE	FORMAT	TOTAL
20	5	5	30

**QUESTION 1: [30]**

## QUESTION 2: EXPANSION OF CORE NOTES FOR A SPECIAL MEETING

The Level 3 students received notification that they would not be allowed to write the final exams due to poor attendance. They have collectively written a LETTER OF APPEAL to the campus head, Ms V Gebashe, asking her to allow all students to write. Ms Gebashe put it on the agenda of a Special Management Meeting. The Engineering programme manager, Mr S Fakier, invited the Student Support Officer, Ms D Meyer to attend the meeting.

Use the information above and the agenda and the core notes below to write the minutes for item number 4: LETTER OF APPEAL. Do not write minutes of the entire meeting, only for item number 4. The heading must be: **4. Letter of Appeal**.

### AGENDA OF A SPECIAL MEETING

1. Opening and Welcome
2. Attendance
3. Apologies
- 4. Letter of Appeal**
5. General
6. Closure

### CORE NOTES

VG reads examination entry requirements – discussion follows.

DM: student circumstances vary – many students needy – get no travel allowance – trains often late – asks that students be allowed to write.

SF: Poor attendance – slim chance of passing – perception of students: absenteeism OK as condoned by college.

DM: Some students with special circumstances – deserve chance to write.

SF: Will call meeting with all academic staff to discuss matter.

CONTENT	GRAMMAR/STYLE	TOTAL
15	5	20

QUESTION 2: [20]

## SECTION B: SHORT FUNCTIONAL WRITING

### QUESTION 3: ACCIDENT REPORT

A boat building student, was absent due to an accident during his Work Based Experience with Sea Rescue. He submitted the accident report as evidence in his appeal against disqualification. Use the information in the Text Box below to complete the **Accident Report** that **YOU**, the **Safety Operations Officer**, must complete on ADDENDUM B.

**SEA RESCUE – West Coast – Tuesday, 16 June. Names released.  
Original Media statement.**

*At 04h31 on Thursday, 15 June, NSRI Yzerfontein, NSRI Melkbosstrand and NSRI Table Bay duty crews were activated by Transnet National Ports Authority (TNPA) following reports that a yacht had capsized between Bokpunt and Gansekraal (between Melkbosstrand and Yzerfontein) on the West Coast, Western Cape.*

*The NSRI Melkbosstrand sea rescue craft was launched and NSRI rescue vehicles, from Yzerfontein and Melkbosstrand, the SA Police Services, Western Cape Government Health Emergency Medical Services, an EMS rescue squad and a Police Diving Unit responded.*

*A local yacht, Tara, was found broken up in the rocks on the shore line. It is unknown what caused the yacht to run aground and SAMSA (South African Maritime Safety Authority) will investigate if it capsized before running aground.*

*There were 5 crew members on board and the yacht reportedly sailed from Langebaan to Cape Town. PJ Daly, a 66 year old male, had managed to get to shore and had raised the alarm, he was not injured. Pulani Xaba and Alex Xaba were pulled from the sea, they were both wearing life jackets. They were rushed to hospital where Pulani was treated for three broken fingers on her right hand and Alex needed stitches for a deep gash on his right shoulder. The bodies of George Mills and Rachel Daly, both residents in the Western Cape, were located and recovered from the scene.*

*An inquest docket has been opened by the SA Police Services. NSRI, The Police and the emergency services have expressed their sincerest condolences to the families and friends of George Mills, 61 and Rachel Daly, 49.*

CONTENT	GRAMMAR/STYLE	TOTAL
20	10	30

## SECTION C: VISUAL

Answer only **ONE** of the TWO questions in this SECTION: Either Question 4 **OR** Question 5.

### QUESTION 4: FILLING IN A FORM

The SRC of your college has decided to investigate the reasons for students failing to achieve their academic minimum and the 80% attendance requirement. As one of the disqualified students, you are required to complete the form attached as **ADDENDUM B** for the SRC's investigation.

Please remember to hand in ADDENDUM B with your ANSWER BOOK.

**QUESTION 4: [20]**

**OR**

### QUESTION 5: FLYER

- Design a flyer that will be distributed to students advising of the academic minimum and the 80% attendance requirement. Please ensure that you mention FOUR academic minimum requirements and FOUR 80% attendance requirements. Use the Background Information to help you make up the points on the flyer. Remember to provide contact details as well as appropriate information.

Make sure that your flyer has the following **format** features:

- A clear, engaging relevant heading that attracts attention
- A page border
- Ensure good layout of text.
- Interesting and varied font size.
- A4-size

CONTENT	GRAMMAR/STYLE	FORMAT	TOTAL
10	5	5	20

**QUESTION 5: [20]**

**GRAND TOTAL 100**

**ADDENDUM A**  
**QUESTION 1: INVESTIGATIVE REPORT**

**NAME AND SURNAME** \_\_\_\_\_

<b>_____ TVET COLLEGE</b>	(F)
<b>SUBJECT HEADING:</b>	
	(F)
<b>1. TERMS OF REFERENCE</b> (Who instructed you to do the report, Who are you, When was it given, What was the instruction, When should it be completed.)	
	(7)
<b>2. PROCEDURE</b> (What Methods were used to obtain the facts of the investigation.)	
2.1	
	(1x2=2)
2.2	

### **3. FINDINGS**

#### **3.1 Questionnaire**

*According to the questionnaire 30 students were disqualified for not meeting the 80% attendance. REASONS: The trains were often late, / the taxi violence put students at risk, / lecturers did not allow them into the class when they were late and marked them absent, / sometimes they were too lazy to get up when it rained / they left college early on Fridays. Students were not absent all day, only for some periods/ they did not know how many periods made up 20%/ there was a protest march in their community/ some were playing soccer/other games. The questionnaire showed that 20 students did not meet the academic requirements because they did not realise the significance of the ISAT and/or ICASS assessments. / They did not work consistently, / failed to submit tasks on time or not all tasks were submitted / did not study for exams/ did not understand the work/ unacceptable timeframes / a doctor's certificate / did not have money for the doctor, mother treated them so did not have a doctor's certificate / the lecturer lost the task / lost flash drive / assessment got lost in cyber space / the travelling allowance was paid late and they could not afford to come to college.*

---

#### **3.2 Discussion**

*The discussion with the staff / lecturers and campus head revealed that students did not believe they would be disqualified so they ignored warnings. Historically the 80% attendance had not been enforced. Students believed they would pass the exam so they did not work throughout the year. / Students handed in tasks late. / Students came to class 80% of the time, but when something unforeseen happened, their attendance fell below 80%. / A general lack of commitment, poor work ethic, lack of discipline. / Poor attendance resulted in no travel allowance and therefore no money to attend.*



**4. CONCLUSION**

(A summary of the findings)


(5)

**5. RECOMMENDATIONS**

(Make recommendations to solve the problems.)


(6)

**COMPILED BY:**

\_\_\_\_\_

\_\_\_\_\_

(F)

(F)

SRC CHAIRPERSON

P. O. Box 234  
CAPE TOWN  
8001

(F)

CONTENT	GRAMMAR/STYLE	FORMAT	TOTAL
20	5	5	30



<b>EMERGENCY RESPONSE</b>	
	(5)
<b>DESCRIPTION OF INJURIES</b>	
	(2)
<b>NAME OF COMPILER:</b> _____	(1)
<b>SIGNATURE:</b> _____	(1)
<b>DESIGNATION:</b> _____	(1)
<b>CONTACT NUMBER:</b> _____	(1)
<b>DATE:</b> _____	(1)

CONTENT	GRAMMAR/STYLE	TOTAL
25	5	30

**ADDENDUM C  
QUESTION 4: FILLING IN A FORM**

**NAME AND SURNAME** \_\_\_\_\_

<b>QUESTIONNAIRE</b>	
TO DISCOVER WHY STUDENTS ARE DISQUALIFIED FROM FINAL EXAMINATIONS: DUE TO LESS THAN 80% ATTENDANCE OR NOT ACHIEVING THE MINIMUM ACADEMIC REQUIREMENT	
<b>PERSONAL DETAILS</b>	
<b>NAME AND SURNAME:</b>	(1)
<b>CAMPUS:</b>	(1)
<b>STUDENT NUMBER:</b>	(1)
<b>LEVEL:</b>	(1)
<b>REGISTERED COURSE:</b>	(1)
<b>HOME ADDRESS:</b>	
	(1)
<b>CONTACT DETAILS</b>	
<b>CELLPHONE NUMBER:</b>	(1)
<b>E-MAIL ADDRESS:</b>	(1)
<b>NEXT OF KIN</b>	
<b>NAME AND SURNAME:</b>	(1)
<b>CONTACT NUMBER:</b>	(1)
<b>INDICATE THE CRITERIA FOR WHICH YOU WERE DISQUALIFIED BY TICKING (✓) THE APPROPRIATE BOX.</b>	
	ACADEMIC MINIMUM NOT MET
	COMPULSORY 80% ATTENDANCE NOT MET
	DID NOT MEET ACADEMIC MINIMUM AND COMPULSORY 80% ATTENDANCE REQUIREMENT
	(1)
<b>PROVIDE A BRIEF EXPLANATION OF WHY YOU HAVE NOT MET THE</b>	

<b>REQUIRED EXAMINATION CRITERIA:</b>	
	(3)
<b>PROVIDE THREE REASONS WHY YOU THINK YOU SHOULD BE GIVEN REPRIEVE TO WRITE THE FINAL EXAMINATION:</b>	
	(3)
<b>SUGGEST THREE WAYS THAT THE CRITERIA FOR DISQUALIFICATION FOR THE FINAL EXAMINATIONS COULD BE IMPROVED:</b>	
	(3)
	<b>[20]</b>

SECTION A: LONG FUNCTIONAL WRITING

QUESTION 1: INVESTIGATIVE REPORT

<b>[X IN CAPS, NAME OF ANY] TVET COLLEGE</b>	(F)
<b>SUBJECT HEADING:</b>	
<b>[CAPS] REPORT ON INVESTIGATION INTO THE REASONS FOR DISQUALIFICATION OF STUDENTS TO THE FINAL EXAMINATION [X]</b>	(F)
<b>1. TERMS OF REFERENCE</b>	
On Tuesday✓ 15 August 2017, ✓ the head of student support services ✓ /	
Ms D Meyer, instructed the chairperson of the SRC ✓ to investigate ✓ the	
failure of students to meet the academic and attendance requirements to	
write the final Examinations✓. The report had to be completed by 31 August	
2017. ✓	(7)
<b>2. PROCEDURE</b>	
2.1 Questionnaires ✓ were handed to out to 50 students.	
2.2 A discussion ✓ was held with lecturers / staff and with the campus head.	(2x1)=2
<b>3. FINDINGS</b>	
<b>3.1. Questionnaire</b>	
<b>3.2 Discussion</b>	
<b>4. CONCLUSION</b>	
<b>[Students may draw any appropriate conclusion from the given information, it is a summary/interpretation based on the Findings. The answer below is merely a guide, use your discretion]</b>	
Most students were disqualified on attendance.✓ As they were not in class,	
they did not make the academic requirement.✓ Students and staff differed in	
their interpretation of the policy. ✓ Students did not accept responsibility for	
their actions.✓ Academic staff failed to communicate the significance of the	
policy. ✓	(5)

<b>5. RECOMMENDATIONS</b>	
More visible signage warning students of the disqualification. ✓	
Distribute flyers/pamphlets to the students. ✓	
Warn students early so that disqualification does not come as a surprise. ✓	
Students should attend class 100%. ✓	
Travel allowances should be paid on time. ✓	
Lecturers must emphasise the importance of 80% attendance. ✓	(6)
<b>COMPILED BY:</b>	
Student's signature X	(F)
STUDENT INITIAL AND SURNAME/ NAME AND SURNAME [CAPS]X	(F)
SRC CHAIRPERSON	
PO Box 234	
CAPE TOWN	
8001	
[Between 6–31 August 2017]	(F)

**FORMAT: 5 MARKS**

**Minus 1 mark for every error / omission.**

<b>GRAMMAR / LANGUAGE / STYLE</b>	
5	Excellent consistent style, an appropriate formal tone. Excellent use of vocabulary, correct sentence structure, spelling and punctuation; mainly correct language usage. No more than 2 errors.
4–3	Moderately successful appropriate formal tone. Wide range of vocabulary; correct sentence structure; few errors in language usage, spelling and punctuation. No more than 3–5 errors.
2	Style is uneven but fairly consistent, tone appropriate in places. Adequate vocabulary; sentence structure mostly correct; some errors in language usage, spelling and punctuation (6–8 errors).
1	Style and tone inconsistent / inappropriate. Limited vocabulary; poor sentence structure; More than 9 errors in language, spelling, punctuation.

CONTENT	GRAMMAR/STYLE	FORMAT	TOTAL
20	5	5	30

**QUESTION 1: [30]**

## QUESTION 2: EXPANSION OF CORE NOTES FOR A SPECIAL MEETING

**[Accept any point with the same meaning but that may be phrased differently.]**

The campus head, Ms Gebashe, ✓ read the exam entry requirements. ✓ A brief discussion followed. ✓ Ms Meyer ✓ felt that the circumstances of students vary ✓ and that there are many students who are very poor. ✓ Some of them do not get a travelling allowance. ✓ She also raised the issue of trains being unreliable/always late. ✓ She felt that they should be lenient ✓ towards students.

Mr Fakier ✓ responded by saying that students who attend poorly have a slim chance of passing ✓ and that if all were allowed to write then the students would think that absenteeism is condoned by the college/ absenteeism is ok. ✓

Ms Meyer responded by saying that some students have special circumstances. ✓ She felt that such students deserve to be given a chance to write. ✓

Ms Gebashe said that she would call a meeting with all academic staff to discuss the matter further. ✓

**The following is a list of the 15 points that need to be in the students' expanded notes for the content mark:**

1. Ms Gebashe / V. Gebashe written out in full.
2. Mr Fakier/ S. Fakier written out in full
3. Ms Meyer/ D. Meyer written out in full.
4. Read exam entry requirements.
5. Discussion followed.
6. Students' circumstances vary.
7. Some are poor/needy.
8. Some get no travelling allowance.
9. Trains are often late.
10. Should be lenient.
11. Poor attendance= slim chance of passing.
12. College would be sending message that it is okay to be absent.
13. Some students have special circumstances.
14. They need to be given a chance to write.
15. Call a meeting with all academic staff to discuss the matter.

CONTENT	GRAMMAR/STYLE	TOTAL
15	5	20



<b>GRAMMAR/LANGUAGE/STYLE</b>	
5	Core notes successfully expanded; excellent consistent style with formal tone throughout; excellent use of vocabulary that is suitable for minutes of a meeting; correct and effective use of sentence structure, language usage and punctuation; no more than 2 errors.
3-4	Core notes expanded with no more than 2 lapses in sentence structure; style uneven but consistent with a formal tone; vocabulary is suitable for minutes of a meeting; mostly correct language usage and punctuation; no more than 3–5 errors.
2	Expansion of core notes inconsistent; some key words used instead of full sentences; style is uneven and tone informal in places; adequate vocabulary; language usage mostly correct with 6–8 errors.
1	Most core notes not expanded; inappropriate style; tone mostly informal; vocabulary not suitable; poor sentence structure; spelling errors make it almost impossible to make meaning of the text with 9 or more errors.
0	Core notes not expanded at all; core notes copied verbatim.

**ADDENDUM B  
QUESTION 3: ACCIDENT REPORT**

<b>RESCUE SERVICES</b>	
Tel: 99876543210	P O Box 001
Fax: 99876543211	RESCUEVILLE
<a href="mailto:rescue@sea.co.za">rescue@sea.co.za</a>	1234
<b>PERSONAL DETAILS OF DECEASED PERSON/S</b>	
Surname: <u>      Mills      </u> First Names: <u>      George      </u> ✓	
Surname: <u>      Daly      </u> First Names: <u>      Rachel      </u> ✓ (2)	
<b>PERSONAL DETAILS OF INJURED PERSON/S</b>	
Surname: <u>      Xaba      </u> First Names: <u>      Pulani      </u> ✓	
Surname: <u>      Xaba      </u> First Names: <u>      Alex      </u> ✓ (2)	
<b>ACCIDENT / INCIDENT DETAILS</b>	
Date: <i>15 June 2017</i> ✓ Time: <i>04h31</i> ✓ (2)	
Location: <i>Between Bokpunt and Gansekraal / Between Melkbosstrand and Yzerfontein, ✓ West Coast, Western Cape. ✓</i> (2)	
<b>DETAILS SURROUNDING THE ACCIDENT / INCIDENT</b>	
<i>It is unknown ✓ what caused the yacht, Tara ✓ to run aground.</i>	
<i>It is unconfirmed ✓ whether the yacht had capsized before running aground. ✓</i> (5)	
<b>EMERGENCY RESPONSE</b>	
<i>NSRI Yzerfontein, Table Bay and Melkbosstrand ✓ responded. (All 3)</i>	
<i>WC Government Health Emergency Medical Services ✓, an EMS rescue squad ✓, a Police diving Unit ✓ as well as SAPS ✓</i> (5)	

<b>DESCRIPTION OF INJURIES:</b>	
<i>Alex Xaba had a deep cash in his left arm. ✓</i>	
<i>Pulani Xaba broke 3 fingers on her right hand. ✓</i>	(2)
<b>NAME OF COMPILER:</b> <i>Student's Name AND Surname ✓</i>	(1)
<b>SIGNATURE:</b> <i>Student's signature ✓</i>	(1)
<b>DESIGNATION:</b> <i>Safety Operations Officer ✓</i>	(1)
<b>CONTACT NUMBER:</b> <i>Any 10 digit number ✓</i>	(1)
<b>DATE:</b> <i>15-17 June 2017 ✓</i>	(1)

CONTENT	GRAMMAR/STYLE	TOTAL
25	5	30

GRAMMAR / LANGUAGE / STYLE	
5	Excellent consistent style, an appropriate formal tone. Excellent use of vocabulary, correct sentence structure, spelling and punctuation; mainly correct language usage. No more than 2 errors
4–3	Moderately successful appropriate formal tone. Wide range of vocabulary; correct sentence structure; few errors in language usage, spelling and punctuation. No more than 3–5 errors
2	Style is uneven but fairly consistent, tone appropriate in places. Adequate vocabulary; sentence structure mostly correct; some errors in language usage, spelling and punctuation with 6–8 errors
1	Style and tone not consistent / inappropriate. Limited vocabulary; poor sentence structure; more than 9 errors in language, spelling, punctuation.

## SECTION C: VISUAL

[Students answer either Question 4 **OR** Question 5.]

### QUESTION 4: FILLING IN A FORM

<b>QUESTIONNAIRE</b>	
TO DISCOVER WHY STUDENTS ARE DISQUALIFIED FROM FINAL EXAMINATIONS: DUE TO LESS THAN 80% ATTENDANCE OR NOT ACHIEVING THE MINIMUM ACADEMIC REQUIREMENT	
<b>PERSONAL DETAILS</b>	
<b>NAME AND SURNAME:</b>	[Any name and surname] ✓ (1)
<b>CAMPUS:</b>	[Any campus] ✓ (1)
<b>STUDENT NUMBER:</b>	[Any student number] ✓ (1)
<b>LEVEL:</b>	[Any NCV level] ✓ (1)
<b>REGISTERED COURSE:</b>	[Any registered course] ✓ (1)
<b>HOME ADDRESS:</b>	[Any 3-line home address incl postal code] ✓ (1)
	(1)
<b>CONTACT DETAILS</b>	
<b>CELLPHONE NUMBER:</b>	[Any 10-digit cellphone number] ✓ (1)
<b>E-MAIL ADDRESS:</b>	[Any proper email address] ✓ (1)
<b>NEXT OF KIN</b>	
<b>NAME AND SURNAME</b>	[Any name and surname] ✓ (1)
<b>CONTACT NUMBER:</b>	[Any 10-digit cellphone / landline number] ✓ (1)
<b>INDICATE THE CRITERIA FOR WHICH YOU WERE DISQUALIFIED BY TICKING (✓)THE APPROPRIATE BOX. [Any block ticked below] ✓</b>	
	<b>ACADEMIC MINIMUM NOT MET</b>
	<b>COMPULSORY 80% ATTENDANCE NOT MET</b>
	<b>DID NOT MEET ACADEMIC MINIMUM AND COMPULSORY 80% ATTENDANCE REQUIREMENT</b> (1)

**PROVIDE A BRIEF EXPLANATION OF WHY YOU HAVE NOT MET THE REQUIRED EXAMINATION CRITERIA:**

[Any plausible explanation as per example below] ✓✓✓

(3)

**Example:** *I did not score 80% attendance and did not meet the academic requirement of 30% for Mathematics and 40% for English. I did not pay attention to the warnings because I believed that since I had been allowed to write in June and September, I would be able to write the finals in November too. English is my best subject so I did not attend regularly, nor hand in all my tasks as I thought I would pass. I did not write a letter of appeal although I had valid reasons for not attending the Mathematics class.*

**PROVIDE REASONS WHY YOU THINK YOU SHOULD BE GIVEN REPRIEVE TO WRITE THE FINAL EXAMINATION:**

[Any well-argued reasons as per example below] ✓✓✓

(3)

**Example:** *I feel the college failed to communicate the seriousness of the situation, and led students to believe that warnings given previously would be ignored.*

**SUGGEST WAYS IN WHICH THE CRITERIA FOR THE DISQUALIFICATION FOR THE FINAL EXAMINATIONS COULD BE IMPROVED:**

[Any well-thought out argued suggestions] ✓✓✓

(3)

**QUESTION 4: [20]**

**QUESTION 5: FLYER**

**CONTENT: 10 MARKS**

Award marks for relevant content as follows:

**Minimum academic requirements in detailed learning areas ✓✓✓✓**

**Example:**

- Students must complete all the ICASS and ISAT assessments
- 50% in Life Orientation
- 30% in Mathematics
- 40% in English and ALL other subjects

**Information on meeting the compulsory 80% attendance criteria ✓✓✓✓**

**Example:**

- The 80% class attendance requirement is compulsory
- Across all levels
- Students who have not met the 80% attendance requirement
- Will not be allowed to write examinations

**Contact details provided ✓✓**

- Name and surname
- Contact number / email address

**FORMAT: 5 MARKS**

- A clear, engaging heading that attracts attention ✓
- Good layout of text ✓
- Interesting and varied font sizes ✓
- Text (words) kept to a minimum. ✓
- A4-size flyer ✓

GRAMMAR/LANGUAGE/STYLE	
5	Excellent, consistent style that maintains a semi-formal to formal register with excellent use of vocabulary, spelling and punctuation with no more than 2 errors.
3–4	Uneven style; adequate use of vocabulary, spelling and punctuation with only 5–6 errors.
1–2	Style and tone inappropriate; limited use of vocabulary, spelling and punctuation with 9 or more errors.

CONTENT	GRAMMAR/STYLE	FORMAT	TOTAL
10	5	5	20

**QUESTION 5: [20]**

**GRAND TOTAL: [100]**

**ANALYSIS GRID L3 (FALSE BAY COLLEGE SEP 2017 LEVEL 3 PAPER 2)**

SUBJECT & LEVEL: ENGLISH FIRST ADDITIONAL LANGUAGE LEVEL 3								EXAMINER:H DAVIS & B ADONIS			
TASK:								MODERATOR: J KENNEDY			
Topic(s)	SO(s)	LO(s)	Item No.	Format/Type			Time (±Min)	Mark allocation and Cognitive Level			Total
				response Short	response Medium	response Extended		Knowledge 1	Application 2	Synthesis Analysis 3 and Evaluation	
<b>3 WRITING</b>	<b>3.1</b>	<b>3.1.1 – 3.1.6 except 3.1.4</b>	<b>Q1</b>			✓	<b>30</b>		<b>15</b>	<b>15</b>	<b>30</b>
<b>AND</b>	<b>3.1</b>	<b>3.1.1 – 3.1.6 except 3.1.4</b>	<b>Q2</b>		✓		<b>20</b>		<b>20</b>		<b>20</b>
<b>PRESENTING</b>	<b>3.1</b>	<b>3.1.1, 3.1.3, 3.1.6</b>	<b>Q3</b>	✓			<b>30</b>		<b>30</b>		<b>30</b>
	<b>3.1</b>	<b>3.1.1 – 3.1.6 except 3.1.4</b>	<b>Q4</b>	✓			<b>20</b>		<b>20</b>		<b>20</b>
			<b>Q5</b>	✓			<b>20</b>		<b>20</b>		<b>20</b>
<b>TOTAL (CHOICE OF TWO QUESTIONS FOR SECTION C)</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>120</b>		<b>85</b>	<b>15</b>	<b>120 –20= 100</b>

Short Response(multiple-choice, one-word, definitions, bulleted list etc.

Medium Response (short explanations/descriptions requiring a couple of sentences)

Extended Response (long explanations/descriptions requiring several or more sentences)

	Signature	Date
<b>EXAMINER:</b>	B ADONIS and HDAVIS	19 April 2016
<b>MODERATOR:</b>	J KENNEDY	26 July 2017

