



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2010**

**ENGLISH FIRST ADDITIONAL  
LANGUAGE – PAPER 3  
MEMORANDUM**

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This memorandum consists of 13 pages.

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**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.  
Errors to be indicated during the 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 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 Relationships fulfil us the most, but they can also hurt the most.**

- Discursive/narrative/reflective/expository essay.
- The following ideas may be explored, **among others**:
  - Personal experiences
  - General observations

**[50]****OR**

**1.2 It was so tense in that room...**

- Narrative/descriptive essay
- The following ideas may be explored, **among others**:
  - When and where the experience occurred.
  - What actually happened.
  - The outcome of the experience.
  - May use 1<sup>st</sup> or 3<sup>rd</sup> person narrator.

**[50]****OR****1.3 The festive season – a season of goodwill.**

- Discursive/argumentative/reflective/narrative/descriptive essay.
- The following ideas may be explored, **among others**:
  - Ideas expressed may be positive or negative.
  - May relate a story to illustrate a point of view.
  - May describe the activities of the festive season.
  - May regard the festive season from different cultural perspectives.

**[50]****OR****1.4 The Soccer 2010 World Cup has come and gone.**

- Reflective/discursive/descriptive/expository/argumentative essay.
- The following ideas may be explored, **among others**:
  - The candidate's experiences and/or observations of the World Cup.
  - May comment on teams or games played.
  - Lessons to be learnt from hosting the 2010 World Cup.
  - May reflect on the impact of the World Cup on the country and its citizens.
  - May refer to certain incidents pertaining to the tournament.

**[50]****OR**

**1.5 Our mysterious neighbour.**

- Descriptive/narrative essay
- The following ideas may be explored, **among others**:
  - Reasons why the neighbour is regarded as mysterious.
  - The influence the neighbour has had on the candidate's life.
  - What the neighbour does or has done to deserve the description "mysterious".
  - A story about the neighbour.

**OR**

**1.6 My greatest ambition.**

- Reflective/discursive/descriptive/expository essay/narrative essay.
- The following ideas may be explored, **among others**:
  - Discussion of ambition and how candidate hopes to achieve this ambition.
  - How the candidate has already achieved his/her ambition.
  - What/who has influenced the candidate to pursue this ambition.
  - Must be 1<sup>st</sup> person narrator.

**[50]**

**1.7 Interpretation of pictures.**

- Candidates may interpret the picture in any way.
- The interpretation should be linked to the pictures.
- Candidates are required to give the essay a suitable title.
- Candidates may write in any appropriate tense.
- Candidates can write about a particular celebrity depicted in the picture.

**1.7.1 Discursive/Expository/Descriptive**

The following issues, **among others**, about celebrities may be explored:

- Their challenges in life
- Their role/s in the community
- Their controversial/flashy lifestyles.
- Their influence on the youth

**[50]**

**OR**

**1.7.2** Discursive/Expository/Reflective/Narrative

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

- Women and their role in the society
- Gardening/farming/agriculture and its value to the nation
- Poverty alleviation
- Healthy foods.

**[50]****OR****1.7.3** Discursive/Expository/Reflective/Narrative/Descriptive

The following issues, **among others**, about weddings/marriage/relationships may be explored:

- Weddings/marriage and their/its significance in society.
- Marriage as an endangered institution/way of life/concept in the modern world
- Marriage is losing its importance in the 21st century.
- The beauty of marriage
- Story about the happy couple.
- Description of the wedding ceremony.

**[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 candidate and give credit for relevant ideas, even if they not listed below the topics.
- Use the 30-mark assessment rubric to mark the essays. 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 LETTER TO THE PRESS**

- The letter should be addressed to the Editor.
- The tone and register of the letter should be formal.
- The following should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Initials and surname of sender printed, after signature.
- The following ideas/views may be explored, **among others**:
  - Reference to specific instances of loitering.
  - Dates and times of incidents.
  - What those who loiter actually do that has prompted the person to write to the press.
  - Possible solutions/suggestions to solve the problem.

**[30]****OR**

## 2.2. INFORMAL LETTER

- The tone and register of the letter should be polite, tactful, and positive.
- The following should be included:
  - Address of sender.
  - Date
  - Greeting/salutation
  - Suitable ending
- The following ideas may be explored, **among others**:
  - How the teacher has influenced the candidate.
  - What has prompted the candidate to write to the teacher.
  - The impact the teacher's influence has had on the candidate.

[30]

OR

## 2.3 MEMORANDUM

- The tone and register of the memorandum must be formal.
- The memorandum should convey a sense of seriousness and authority.
- The memorandum must be in point form and complete sentences must be used.
- Numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- The following should be included:
  - Name/title of person who compiled the memorandum.
  - Date.
  - To whom the memorandum is directed.
  - Topic.
- The following ideas may be explored, **among others**:
  - The type of behaviour staff should display towards the customers.
  - Behaviour to be avoided.

[30]

## 2.4 CURRICULUM VITAE

- The tone and register of the CV must be formal.
- The following must be included:
  - Personal information:  
Surname; Christian/first names; date of birth, gender; ID number; address; contact number(s); marital status; health; driver's licence.
  - Education:  
School name and years attended; highest grade; subjects and final certification; leadership positions.
  - Interests:  
Hobbies, sporting and cultural involvement.
  - Skills:  
Computer skills; first-aid; electronics, etc.
  - Prizes and awards:  
Academic, extra-mural, cultural achievements.  
Any other achievements
  - Part-time work experience  
Holiday work; part-time work, charity work, job shadowing
  - Referees  
Name and position of persons and contact numbers.

**[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 candidate and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20-mark assessment rubric to mark the essays. 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 may be imposed as the rubric itself imposes penalties.

**3.1 POSTER**

- The poster should depict the activities and plans the community is organising for Heritage Day.
- The following should be included, **among others**:
  - Heading
  - Theme
  - Activities
  - Guest speaker(s)
  - Venue and times
  - Contact person

**[20]****OR****3.2 RECIPE**

- The recipe should be in point form.
- The instructions must be written in complete sentences.
- The following should be included:
  - Heading/name of dish.
  - List of ingredients.
  - Method to prepare the dish.
  - List of other dishes as accompaniment to the main dish.

**[20]**

OR

### 3.3 DIARY ENTRIES

- The diary entry must cover two separate days.
- One entry must depict a wonderful day.
- The other entry must depict a disastrous day.
- It does not matter which day is first.
- The language, tone and register may be informal.
- These must be appropriate and in good taste.
- The following should be included:
  - Day and date.
  - First person, I.
  - Past tense.
- The following ideas may be explored, **among others**:
  - A happy, memorable, exciting, funny experience.
  - A sad, depressing, disastrous, terrifying, traumatic experience. [20]

**TOTAL SECTION C: 20**

**GRAND TOTAL: 100**

**APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE**  
**SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50 marks)**

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

## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS - FIRST ADDITIONAL LANGUAGE (30 marks)

	<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, PLANNING &amp; FORMAT 20 MARKS</b>	<p><b>16-20</b></p> <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 flawless presentable text.</li> <li>-Has applied all the necessary rules of format/outstanding.</li> </ul>	<p><b>14-15½</b></p> <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>	<p><b>12-13½</b></p> <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>	<p><b>10-11½</b></p> <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 the format.</li> </ul>	<p><b>8-9½</b></p> <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>	<p><b>6-7½</b></p> <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>	<p><b>0-5½</b></p> <ul style="list-style-type: none"> <li>-No knowledge of requirements of the text.</li> <li>-Writing – learner digresses, meaning is obscure in places, too few details to support topic.</li> <li>-Planning/ drafting non-existent.</li> <li>Poorly presented text.</li> <li>-Has not applied the necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE &amp; EDITING 10 MARKS</b>	<p><b>8-10</b></p> <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>	<p><b>7- 7½</b></p> <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>	<p><b>6-6½</b></p> <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>	<p><b>5-5½</b></p> <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 proof-reading, editing.</li> <li>-Length almost correct.</li> </ul>	<p><b>4-4½</b></p> <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, register</li> <li>-Text contains several errors following proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<p><b>3-3½</b></p> <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 proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<p><b>0- 2½</b></p> <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>

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

	<b>Code 7: Outstanding 80-100% <u>10½-13</u></b>	<b>Code 6: Meritorious 70-79% <u>9½-10</u></b>	<b>Code 5: Substantial 60-69% <u>8-9</u></b>	<b>Code 4: Adequate 50-59% <u>6½-7½</u></b>	<b>Code 3: Moderate 40-49% <u>5½-6</u></b>	<b>Code 2: Elementary 30-39% <u>4-5</u></b>	<b>Code 1: Not achieved 0-29% <u>0-3½</u></b>
<b>CONTENT, PLANNING &amp; FORMAT  13 MARKS</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>
<b>LANGUAGE, STYLE &amp; EDITING  7 MARKS</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 proof-reading, 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 correspond with topic</li> <li>-Text error-ridden despite proof-reading, 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>