



## basic education

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TO: HEADS OF DEPARTMENTS  
HEADS OF PROVINCIAL EXAMINATION SECTIONS  
HEADS OF PROVINCIAL CURRICULUM SECTIONS  
PRINCIPALS OF SECONDARY SCHOOLS

### **CIRCULAR E 2 OF 2012**

#### **AMENDMENTS TO THE EXAMINATION GUIDELINES FOR OFFICIAL HOME LANGUAGES (HL); FIRST ADDITIONAL LANGUAGES (FAL) AND HISTORY: NATIONAL SENIOR CERTIFICATE (NSC)**

##### **1. AMENDMENTS TO THE EXAMINATION GUIDELINES FOR OFFICIAL LANGUAGES (HL AND FAL) GRADE 12 NSC 2012**

- 1.1 Examination Guidelines for the setting of Grade 12 Examinations in Languages was issued in April 2009. To ensure that the standard and quality of all 11 official Language question papers are comparable, a few amendments are made to these guidelines for Home Languages (HL) and First Additional Languages (FAL).
- 1.2 The Amendments to the Examination Guidelines streamlines the Examination Guidelines of 2009 and will further assist teachers and learners in their preparation for the NSC Language examinations.
- 1.3 This Amendment to the Examination Guidelines is not intended to change the current teaching and learning practices in the classroom. It must therefore be used in conjunction with the Examination Guidelines of 2009.

Find attached:

- (i) Annexure A: Amendments to Examination Guidelines for Home Language and First Additional Language Grade 12 NSC 2012: Paper 1

- (ii) Annexure B: Amendments to Examination Guidelines for Home Language and First Additional Language Grade 12 NSC 2012: Paper 2
- (iii) Annexure C: Amendments to Examination Guidelines for Home Language and First Additional Language Grade 12 NSC 2012: Paper 3.

1.4 Please note that the Examination Guidelines for Second Additional Languages (SAL) have not been amended.

## **2. AMENDMENTS TO HISTORY EXAMINATION GUIDELINES NSC 2012 – 2013**

2.1 The attached Amendments to History Examination Guidelines NSC 2012 – 2013 (**Annexure D**) are intended to streamline the content focus areas for the optional case studies in specific themes in both History Papers 1 and 2.

2.2 In addition, specific guidelines for source-based, paragraph writing and extended writing are provided.

2.3 The Amendments should be read in conjunction with the Subject Assessment Guidelines, Learning Programme Guidelines and Examinations Guidelines for History issued in 2009.

3. The Amendments to the Examination Guidelines for Official Languages and History Examination Guidelines NSC must be distributed to all schools offering Grade 12 NSC examinations.

4. Also note that these amendments and the original Examination Guidelines are valid until 2013.

5. If there are any queries regarding this circular, these should be directed to the Chief Director: National Assessment and Public Examinations: Dr RR Poliah: Telephone (012) 357 3900; Fax (012) 328 6878 or E-mail: poliah.r@dbe.gov.za



**MR SG PADAYACHEE**

**ACTING DEPUTY DIRECTOR-GENERAL: PLANNING, INFORMATION AND ASSESSMENT**

**DATE:** 27/02/2012

# ANNEXURE A

## AMENDMENT TO EXAMINATION GUIDELINES FOR HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE GRADE 12 NSC 2012

### PAPER 1

(This document must be used in conjunction with the Examination Guidelines of 2009.)

SECTION	HOME LANGUAGE	FIRST ADDITIONAL LANGUAGE
<b>A: COMPREHENSION</b>  <b>30 MARKS</b>	<b>QUESTION 1</b> <ul style="list-style-type: none"> <li>• <b>Select TWO texts</b> - ONE prose and ONE visual. The visual text <u>must be related</u> to the prose text.</li> <li>• <b>Reading length</b>   <b>Text A (Prose):</b>  Disjunctive orthography: 700-800 words  Conjunctive orthography: 500-560 words   <b>Text B (Visual):</b> Do not count the words in the visual.</li> </ul> <b>Note:</b> There will be:- <ul style="list-style-type: none"> <li>• comparative questions based on the two texts</li> <li>• a maximum of 2 open-ended questions</li> <li>• a maximum of 1 multiple-choice question</li> </ul>	<b>QUESTION 1</b> <ul style="list-style-type: none"> <li>• <b>Select TWO texts</b> - ONE prose and ONE visual. The visual text <u>does not have to be related</u> to the prose text.</li> <li>• <b>Reading length</b>   <b>Text A (Prose):</b>  Disjunctive orthography: 600-700 words  Conjunctive orthography: 450-500 words   <b>Text B (Visual):</b> Do not count the words in the visual.</li> </ul> <b>Note:</b> <ul style="list-style-type: none"> <li>• It is not necessary for comparative questions to be based on the two texts</li> <li>• There will be 1 open-ended question in this section.</li> <li>• A maximum of 1 multiple choice question</li> </ul>
<b>B: SUMMARY</b>  <b>10 MARKS</b>	<b>QUESTION 2</b> Candidates will be instructed to summarise <b>in point or paragraph</b> form. Provision for both answers will be accommodated in the memorandum, and candidates will not be penalized for either form of response.	<b>QUESTION 2</b> Candidates will be instructed to summarise in <b>point form</b> .
<b>C: LANGUAGE</b>  <b>HL – 30 MARKS</b> <b>FAL – 40 MARKS</b>	<b>3 texts:</b> <b>1 advert, 1 cartoon and 1 prose</b>  <b>30 MARKS and THREE QUESTIONS</b> as indicated below:	<b>4 texts:</b> <b>1 advert, 1 cartoon, 1 prose and 1 picture</b>  <b>40 MARKS and THREE QUESTIONS</b> as indicated below:

	<p><b>QUESTION 3:</b>  <b>Advertisement</b>  <b>(combination of visual and written/verbal) : 10 marks</b>  Will test the following:  Advertising techniques, including language usage (Language in action).</p> <p><b>Note: There should be 1 open-ended question</b></p> <p><b>QUESTION 4:</b>  <b>Cartoon : 10 marks</b>  Will test the following: Visual and language usage.</p> <p><b>Note: There should be 1 open-ended question</b></p> <p><b>QUESTION 5:</b>  <b>Prose : 10 marks</b>  <b>Length of text:</b>  - A total of 250 – 300 Disjunctive languages.  - A total of 120 -150. Conjunctive languages.  Will test the following:  Language usage, grammar and editing skills in context.</p> <p>There will be:-</p> <ul style="list-style-type: none"> <li>• 2 open-ended questions in Section C (1 in the advert and 1 in the cartoon)</li> <li>• a maximum of 2 multiple-choice questions in Section C</li> </ul>	<p><b>QUESTION 3:</b>  <b>Advertisement (combination of visual and written/verbal) 10 marks</b>  Will test the following: Advertising techniques, including language usage.</p> <p><b>QUESTION 4:</b>  <b>Cartoon: 10 marks</b>  Will test the following: Visual and language usage.</p> <p><b>QUESTION 5:</b>  <b>5.1 Prose: 14 marks</b>  <b>Length of text:</b>  - A total of 150 – 200 Disjunctive languages.  - A total of 80 -100. Conjunctive languages.</p> <p><b>5.2 Picture: 6 marks</b>  Will test language usage for both questions 5.1 &amp; 5.2</p> <p>There will be:-</p> <ul style="list-style-type: none"> <li>• 2 open-ended questions in Section C (1 in the advert and 1 in the cartoon)</li> <li>• a maximum of 3 multiple-choice questions in Section C (1 per question)</li> </ul>
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## ANNEXURE B

### AMENDMENT TO EXAMINATION GUIDELINES FOR HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE GRADE 12 NSC 2012

#### PAPER 2

(This document must be used in conjunction with the Examination Guidelines of 2009.)

HOME LANGUAGE	FIRST ADDITIONAL LANGUAGE
<p><b>FORMAT:</b></p> <p>The paper consists of <b>THREE</b> sections:</p> <p><b>SECTION A: Poetry (30 marks)</b>  <b>SECTION B: Novel (25 marks)</b>  <b>SECTION C: Drama (25 marks)</b></p> <p>Candidates will be required to answer a total of <b>FIVE</b> Questions from <b>3</b> Sections for <b>80</b> marks as shown below:</p>	<p>The paper consists of <b>FOUR</b> sections:</p> <p><b>SECTION A: Novel (35 marks)</b>  <b>SECTION B: Drama (35 marks)</b>  <b>SECTION C: Short Stories (35 marks)</b>  <b>SECTION D: Poetry (35 marks)</b></p> <p>Candidates will be required to answer a total of <b>TWO</b> questions from <b>ANY TWO</b> sections (ONE question on each genre studied) for 70 marks as shown below:</p>
<p><b>SECTION A: POETRY:30 MARKS</b></p> <p><b>QUESTIONS 1 – 4 PRESCRIBED POETRY</b></p> <ul style="list-style-type: none"> <li>Set on 4 poems as follows: Question 1 – Essay, and Questions 2-4 – Contextual type questions. MARKS: 10 x 2 = 20</li> </ul> <p><b>QUESTIONS 5 - 6 UNSEEN POETRY</b></p> <ul style="list-style-type: none"> <li>One unseen poem and 2 questions as follows: Question 5 – Essay and Question 6 – Contextual type questions MARKS: 10 X 1 = 10</li> </ul> <p><b>LENGTH OF POETRY ESSAY:</b> Disjunctive: 250 – 300 words Conjunctive: 190 to 240 words</p>	<p><b>SECTION A: NOVEL: 35 MARKS</b></p> <p><b>QUESTIONS 1 - 4</b></p> <p>There is a choice between an <b>ESSAY</b> and a <b>CONTEXTUAL</b> question for each novel.</p> <p><b>LENGTH OF ESSAYS:</b> Disjunctive : 250 – 300 words Conjunctive : 190 -240 words</p> <p><b>LENGTH OF EXTRACT/S:</b></p> <ul style="list-style-type: none"> <li>1 extract - between 300 and 400 words (disjunctive) and between 150 and 300 words (conjunctive)</li> <li>2 extracts - a maximum of 200 words (disjunctive) and a maximum of 150 words (conjunctive)</li> </ul>

<p><b>SECTION B: NOVEL: 25 MARKS</b></p> <p><b>QUESTIONS 7 - 12</b> There is a choice between an ESSAY and a CONTEXTUAL question for each novel.</p> <p><b>LENGTH OF ESSAYS:</b> Disjunctive: 400 – 450 words Conjunctive: 340 to 390 words</p> <p><b>LENGTH OF EXTRACT/S:</b></p> <ul style="list-style-type: none"> <li>• 1 extract - between 300 and 400 words (disjunctive) and between 150 and 300 words (conjunctive)</li> <li>• 2 extracts - a maximum of 200 words (disjunctive) and a maximum of 150 words (conjunctive)</li> </ul>	<p><b>SECTION B: DRAMA: 35 MARKS</b></p> <p><b>QUESTIONS 5 -8</b> There is a choice between an ESSAY and a CONTEXTUAL question for each drama.</p> <p><b>LENGTH OF ESSAYS:</b> Disjunctive : 250 – 300 words Conjunctive : 190 -240 words</p> <p><b>LENGTH OF EXTRACT/S:</b></p> <ul style="list-style-type: none"> <li>• 1 extract - between 200 and 300 words (disjunctive) and between 100 and 150 words (conjunctive)</li> <li>• 2 extracts - a maximum of 150 words (disjunctive) and a maximum of 75 words (conjunctive)</li> </ul>
<p><b>SECTION C: DRAMA: 25 MARKS</b></p> <p><b>QUESTIONS 13 - 16</b> There will be a choice between an ESSAY and a CONTEXTUAL question for each drama.</p> <p><b>LENGTH OF ESSAYS:</b> Disjunctive: 400 – 450 words Conjunctive: 340 to 390 words</p> <p><b>LENGTH OF EXTRACT/S:</b></p> <ul style="list-style-type: none"> <li>• 1 extract- between 200 and 300 words (disjunctive) and between 100 and 150 words conjunctive.</li> <li>• 2 extracts - a maximum of 150 words (disjunctive) and a maximum of 75 words (conjunctive).</li> </ul>	<p><b>SECTION C: SHORT STORIES: 35 MARKS</b></p> <p><b>QUESTIONS 9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>• TWO prescribed short stories set. Answer ONE question.</li> <li>• There is a choice between an ESSAY question and a CONTEXTUAL question.</li> <li>• Short Story 1 - essay</li> <li>• Short Story 2 - contextual</li> </ul> <p><b>LENGTH OF ESSAYS:</b> Disjunctive : 250 – 300 words Conjunctive : 190 -240 words</p> <p><b>LENGTH OF EXTRACT/S:</b></p> <ul style="list-style-type: none"> <li>• 1 extract - between 300 and 400 words (disjunctive) and between 150 and 300 words (conjunctive)</li> <li>• 2 extracts - a maximum of 200 words (disjunctive) and a maximum of 150 words (conjunctive)</li> </ul>
	<p><b>SECTION D: POETRY: 35 MARKS</b></p> <p><b>QUESTIONS 11 - 14</b></p> <ul style="list-style-type: none"> <li>• 4 prescribed poems will be set</li> <li>• Candidates will be expected to answer any TWO</li> <li>• Each poem will consist of 17½ marks.</li> </ul>

## ANNEXURE C

### AMENDMENT TO EXAMINATION GUIDELINES FOR HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE GRADE 12 NSC 2012

#### PAPER 3

(This document must be used in conjunction with the Examination Guidelines of 2009.)

SECTION	HOME LANGUAGE	FIRST ADDITIONAL LANGUAGE
<b>A: ESSAY</b>  <b>50 MARKS</b>	<b>QUESTION 1</b> <ul style="list-style-type: none"> <li>• <b>8 topics</b>, of which a minimum of 2 and a maximum of 3 will be visual stimuli</li> <li>• Candidates will be expected to answer on <b>ONE</b> essay</li> <li>• Genres -narrative, descriptive, reflective, argumentative, discursive and expository.</li> <li>• <b>LENGTH OF ESSAYS:-</b> Disjunctive: 400-450 words Conjunctive: 340-390 words</li> </ul>	<b>QUESTION 1</b> <ul style="list-style-type: none"> <li>• <b>8 topics</b>, of which a minimum of 2 and a maximum of 3 should be visual stimuli</li> <li>• Candidates will be expected to answer on <b>ONE</b> essay</li> <li>• Genres -narrative, descriptive, reflective, argumentative and discursive.</li> <li>• <b>LENGTH OF ESSAYS:-</b> Disjunctive: 250-300 words Conjunctive: 190-240 words</li> </ul>
<b>B: LONGER TRANSACTIONAL TEXT</b>  <b>30 MARKS</b>	<b>QUESTION 2</b> <ul style="list-style-type: none"> <li>• <b>Four</b> topics will be set from the categories indicated below. Visuals may only be used as supportive material.</li> </ul> <p><b>Category 1:</b> letters – informal and formal letter, business and friendly letter – <b>A LETTER</b></p> <p><b>Category 2:</b> Speech, obituary – <b>A SPEECH &amp; AN OBITUARY</b></p> <p><b>Category 3:</b> Written interview (formal) and dialogue (informal)</p> <p><b>Category 4:</b> Report – formal and informal report</p> <p><b>Category 5:</b> Business Memo, Minutes and agenda, CV and letter of application. (formal) –</p>	<b>QUESTION 2</b> <ul style="list-style-type: none"> <li>• <b>Four</b> topics will be set from the categories indicated below. Visuals may only be used as supportive material.</li> </ul> <p><b>Category 1:</b> letters – informal and formal letter, business and friendly letter - <b>A LETTER</b></p> <p><b>Category 2:</b> Speech – formal and obituary – <b>A SPEECH &amp; an OBITUARY)</b></p> <p><b>Category 3:</b> Written interview (formal) and <b>dialogue (informal)</b></p> <p><b>Category 4:</b> Report – formal and informal report –</p> <p><b>Category 5:</b> Business Memo, Minutes and agenda, CV and letter of application. (formal)</p>

	<p><b>Category 6: Media</b> Editorial, brochure, newspaper article, magazine article and review. (formal)</p> <ul style="list-style-type: none"> <li>• Candidates will be expected to answer on <b>ONE</b>.</li> <li>• <b>LENGTH OF TEXT:-</b> Disjunctive: 180-200 words Conjunctive : 100-120 words</li> </ul>	<p><b>Category 6: Media</b> Editorial, brochure, newspaper article, magazine article and review. (formal)</p> <ul style="list-style-type: none"> <li>• Candidates will be expected to answer on <b>ONE</b>.</li> <li>• <b>LENGTH OF TEXT:-</b> Disjunctive: 120-150 words Conjunctive : 80-100 words</li> </ul>
<p><b>C: SHORTER TEXT: TRANSACTIONAL/ REFERENTIAL/ INFORMATIONAL</b></p> <p><b>20 MARKS</b></p>	<p><b>QUESTION 3</b></p> <ul style="list-style-type: none"> <li>• <b>Three</b> topics will be set from the categories indicated below. Visuals may only be used as supportive material.</li> </ul> <p><b>Category 1:</b> Advert, poster, flyer and invitation card</p> <p><b>Category 2:</b> Diary and postcard</p> <p><b>Category 3:</b> Instructions and directions Candidates will be expected to answer on ONE.</p> <ul style="list-style-type: none"> <li>• <b>LENGTH OF TEXT:-</b> Disjunctive: 100-120 words Conjunctive : 80-100 words</li> </ul>	<p><b>QUESTION 3</b></p> <ul style="list-style-type: none"> <li>• <b>Three</b> topics will be set from the categories indicated below. Visuals may only be used as supportive material.</li> </ul> <p><b>Category 1:</b> Advert and invitation card</p> <p><b>Category 2:</b> Diary and postcard</p> <p><b>Category 3:</b> Instructions and directions Candidates will be expected to answer on ONE.</p> <ul style="list-style-type: none"> <li>• <b>LENGTH OF TEXT:-</b> Disjunctive: 80-100 words Conjunctive : 60-80 words</li> </ul>



# ANNEXURE D

## AMENDMENTS TO HISTORY EXAMINATION GUIDELINES NSC 2012-2013

### 1. INTRODUCTION

This document is intended to assist both History educators and learners in the preparation for the Grade 12 National Senior Certificate examination. It serves to streamline the content focus areas for the optional case studies in specific themes in both Papers 1 and 2. In addition, specific guidelines for source-based, paragraph writing and extended writing are given. This guideline must be read in conjunction with the Subject Assessment Guidelines and Learning Programme Guidelines for History.

### 2. CONTENT FOCUS AREAS

#### PAPER 1

1. THE IMPACT OF THE COLD WAR IN FORMING THE WORLD IN THE 1960s
  - Case Study examined in 2011, now extended to 2012 and 2013 – Cuba
2. HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?
  - Case Study examined in 2011, now extended to 2012 and 2013 – Tanzania

#### PAPER 2

1. WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON: RE-IMAGINING THE NATION IN THE 1990s
  - Case Study examined in 2011: Egypt, will no longer be examined but will be replaced by Angola from 2012 to 2013
2. SOURCE-BASED QUESTIONS

In the assessment of source-based questions, the following must be taken into account:

- All Level 1 type questions require learners to extract information from the sources. These individual questions will carry a maximum of 2 marks.
- All Level 2 questions require learners to interpret and analyse evidence from the sources. These individual questions will carry a maximum of 4 marks.
- All Level 3 questions that require learners to have a thorough understanding of skills such as usefulness: compare; contrast; reliability; etc. These individual questions will carry a maximum of 6 marks and will be assessed using an analytical rubric.
- Paragraph questions will carry between 6 to 10 marks and will be assessed using an analytical rubric.

### 3. EXTENDED WRITING

This aspect tests the learner's ability to write essays and will be assessed using the following levels:

- Level 1 - Learners will be required to write an essay on a given line of argument i.e. more straightforward type of question, focusing on: describe, explain, discuss etc.
- Level 2 - Learners will be required to write an essay by developing a relevant independent line of argument by using the evidence from the given sources and their own knowledge i.e. more analytical type of question, focusing on for example: Do you agree with the statement. Substantiate your answer. Critically discuss this statement by referring to relevant events from a particular period, etc. Refer to attached revised matrix to assess learner's work

**GRADE 12 HOLISTIC RUBRIC TO ASSESS LEVEL 2 EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES)**

**TOTAL MARKS: 30**

LEVEL	If the candidate has demonstrated <b>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</b>
<p><b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b></p> <p><b>[Excellent]</b></p>	<p>Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion            Clearly comprehends the sources            Uses all or most of the sources and demonstrates excellent ability to integrate own knowledge            Selects relevant sources            Quotes selectively            Groups sources (not essential but should not merely list sources)            Demonstrates a setting of sources in background understanding            If appropriate, deals fully with counter-argument            Refers appropriately to relevancy, bias, accuracy, limitation of sources            Expresses him/herself clearly            Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)</p>
<p><b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b></p> <p><b>[Very Good]</b></p>	<p>Makes a good effort to focus consistently on the topic but, at times, argument loses some focus            Clearly comprehends the sources            Uses all or most of the sources and demonstrates very good ability to integrate own knowledge            Selects relevant sources            Quotes selectively            Good use of relevant evidence from the sources.            Good attempt to consider counter-argument            Good attempt to refer to relevancy, bias, accuracy, limitation of source            Expression good            Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)</p>
<p><b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b></p> <p><b>[Good]</b></p>	<p>Makes an effort to focus on the topic but argument has lapses in focus            Comprehends most of the sources            Uses most of the sources and demonstrates good ability to integrate own knowledge            Selects relevant sources            Expression good but with lapses            Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources            If appropriate, makes an attempt to consider counter-argument            Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources            Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion</p>
<p><b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b></p> <p><b>[Satisfactory]</b></p>	<p>Makes some effort to focus on the topic but argument has many lapses in focus            Moderate comprehension of most of the sources            Moderate use of relevant evidence from the sources and demonstrates moderate ability to integrate own knowledge            Moderate attempt to consider counter-argument            Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources            Expression is satisfactory</p>

	Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b>  <b>[Fair]</b>	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources and demonstrates adequate ability to integrate own knowledge No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
<b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b>  <b>[Weak]</b>	Unable to focus on the topic Unable to identify relevant sources and demonstrates elementary ability to integrate own knowledge No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources  No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b> <b>[Poor]</b>	No attempt to focus on the topic Uses no sources and makes no attempt to integrate own knowledge Completely irrelevant Copies directly from the sources Answer extremely poor