

LIFE ORIENTATION (Updated November 2015)

A. MEANS OF ASSESSMENT

Internal Assessment: School Based Assessment

100 × 4 = 400 marks

B. REQUIREMENTS

1. Five internal tasks in Grade 12.
2. Four external tasks to be completed over Grades 10, 11 and 12, at least one of which must be community oriented.
3. A Common Assessment Task in Grade 12 comprising of two sections: Section A and Section B

C. INTERPRETATION OF THE REQUIREMENTS:

1. Time allocation

The Curriculum and Assessment Policy Statement (CAPS) for Life Orientation FET (10 – 12) stipulates (Page 8) that Life Orientation must have 2 hours per week instructional time.

2. Weighting of the SBA

The SBA will be weighted as follows:

Grade 12 Internal Tasks	60%
CAT – Section A	15%
Section B	15%
External Certificate Tasks	10%

See Administrative and Support Documentation: 1, the file cover sheet (learner) for a detailed breakdown.

Marks must be recorded to 2 decimal places and only rounded off at the end.

3. Weighting of cognitive skills: 60% of any given task should be targeting lower order cognitive levels (knowledge, comprehension, application) and 40% targeting the higher order cognitive levels (analysis, synthesis, evaluation). All Tasks should be based on Bloom's Taxonomy.

4. Internal Tasks

In Grade 12 each learner must complete four internal tasks for the file as follows:

1 test	This must be at least an hour in duration and of the appropriate rigour for Grade 12.
3 other tasks	Cognisance should be taken of multiple intelligences.
1 practical assessment	This must be a long term programme accompanied by a substantial written response (reflection report).

The following types of assessment could be reflected:

- Research report, e.g. eating programmes for people with HIV, steroids, abuse of women)
- Practical performance
- Case studies involving interpretation and using life experiences or constructed scenarios.
- Orals
- Visual Diary
- Discursive Essay
- Construction of personal vision statement

- Exhibition
- Awareness Campaign
- NB: Evidence of learner's work and assessment tools used must be present in the learner's file.

PHYSICAL EDUCATION TASK (PET)

- The PET should be made up of one item per year – a long term programme accompanied by a substantial written response (reflection, report, etc.)
- The theory – ethics, etc. will be covered within the six topics and not as part of the PET
- The PET should not be a once-off session but should rather show progression and reflection over a sustained period of time.
- The PET has two components. The physical aspect and the written reflection/analysis.
- The PET is not Physical Training and Sport in the traditional sense.

5. Common Assessment Task

In the Grade 12 year a Common Assessment Task will be set by the IEB, to be completed in addition to the other (five) internal tasks. CAT Part A will be externally set, internally assessed and externally moderated. CAT Part B will be externally set and externally assessed.

The CAT will refer to the CAPS topics selected for Grades 10, 11 and 12 of the NSC.

Schools will be notified of the CAT theme in November of the Grade 11 year in order to assist with planning. The CAT will be sent to schools in January of Grade 12. Cluster moderation of the CAT must be completed by mid-September of Grade 12.

The CAT will consist of two sections. CAT Part A will involve a task on the set theme. The completion of this task will assist learners in their preparation of CAT B. CAT Part B will be concerned with the application of what was learnt in the first section.

CAT Part A will total 50 marks. CAT Part B will total 70 marks.

6. External Certificate Tasks

The purpose of these tasks is to expose learners to skills, knowledge, attitudes and values beyond the classroom environment to show growth beyond self.

Four external tasks need to be completed between Grade 10 and Grade 12. At least one task must be community oriented.

It is important to note that these tasks can be accomplished at minimum expense to the school and learner.

Many schools already have programmes that could readily be used as certificated courses: computer literacy; study skills and leadership courses. The school must clearly stipulate the criteria to be met in order to successfully complete the course and design a certificate accordingly.

The certificate should meet the following criteria:

- Learners should gain both skills and knowledge.
- The evidence of skills and knowledge gained should be included in the learner's file.
- Certificates for academic success and achievement in a school-run sport or cultural should not be included.
- Applications for ID books, gym memberships, passports and bank accounts, etc. are not acceptable.
- Passing of the learner's **OR** driver's license is acceptable.

See Section D for a list of ideas.

Learners do not, however, all have to do the same tasks and learners should be able to pursue and use things that they have done independently of the school. The external tasks should allow for, and indeed recognise, individuality. In such cases the educator will act as facilitator and mentor. Examples of such certificate tasks are Royal School of Ballet examinations and scuba diving achievements.

Schools need to decide the amount of time to be devoted to a community service project for learners to make a meaningful contribution to their community.

A minimum of 10 hours of service is necessary to meet the requirements of the community service certificate. These hours may be completed at any time from Grade 10 to Grade 12. Community Service means voluntary involvement in a non-profit organisation (this does not include service to the school). See Section D for a list of ideas.

Outside organisations providing courses or facilitating community service need to provide the learner with a letter-headed and stamped certificate of completion outlining what the learner has done.

Certified copies of each learner's certificates should be placed in the file in the appropriate section.

7. **Learners with barriers to physical activity**

Tasks targeting the topic Physical Education must be adapted for those learners with barriers to physical activity. This will enable such learners to meet the SBA requirements with their given difficulties.

8. **SBA Guidelines**

Learner's File

- The file is intended to support the teacher's assessment of the learner's ability in Life Orientation. Overall, the coursework in the file should be characteristic of the learner's general level of competence. Thus learners do not all have to submit the same pieces.
- The folder submitted should be A4 in size, sturdy, but flat, light and not bulky. The pages must be secured. Plastic sleeves or flip files must not be used.
- All projects and posters must be A4 in size to enable them to fit easily into the file. In the case of tasks involving designing and making, photographs must be taken as evidence of the project completion.

- The learner's examination number must be clearly written on the front of the folder. Learners' names may appear on the pieces of work contained in the folder.
- Work should be neat and legible, and written in blue or black ink only.
- Tasks may be typed or handwritten but the Common Assessment Task which is written under controlled conditions must be handwritten (except for those with related IEB Accommodations).
- The order of pieces in the folder must correspond with the order on the file coversheet (Administrative and Support Documentation: 1)
- Pieces of work in each of the required categories should be filed together with clear dividers between each section.
- Schools are responsible for their internal moderation across the different classes. Evidence of this moderation should be included in the Educator's File.
- Copies of 2 tasks, 2 tests, PET and appropriate marking guidelines given to learners in both Grade 10 and 11.
- The task sheet and assessment tool must be attached to the learner's work.
- The topics covered and an analysis grid using Blooms Taxonomy must be attached to each piece of work.
- There must be evidence of assessment/evaluation on each piece of work.
- Plagiarism will not be tolerated.
- The pieces of work included must be weighted according to the mark sheet.
- No credit must be given for decorated files or work.

Teacher's file

The teacher's file must contain the following:

- IEB rank order mark sheet.
- Spread sheet of internal marks – showing the collation of individual marks.
- Copies of all tasks and marking guidelines given to learners in Grades 10 and 11.
- Grade 12 tasks and marking guidelines.

9. Assessment of files

Learners' files will be assessed internally by the teacher. A centre's files must contain evidence of internal (school) moderation and cluster moderation as well as regional moderation. The IEB may call for a sample of files that must be submitted for national moderation at the end of each year.

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

1. SBA File cover sheet with declaration
2. IEB SBA Rank-order Mark Sheet
3. Generic Document on Rich Tasks and Cognitive Levels
4. Topics for Grade 10 and 11 from CAPS
5. IEB CAPS Assessment Syllabus Grade 12
- 6(a). Regional/National Moderation Sheets: Teacher's File
- 6(b). Regional/National Moderation Sheets: Learner's File
7. Assessment Design Levels
8. Recommendations for Certificate Tasks
9. Certificate Tasks Information Sheet
10. Life Orientation: Discursive Essay Rubric

1. SBA FILE COVER SHEET WITH DECLARATION



NATIONAL SENIOR CERTIFICATE EXAMINATION

LIFE ORIENTATION

SBA COVER SHEET

NAME OF LEARNER: _____

EXAMINATION NUMBER

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	SBA ITEM	Date	Raw Score	Weighted Mark
CAT	CAT A			
	CAT B			
	Total			/30
Controlled Test				/5
Physical Education Task				/10
Certificate Tasks				/10
Task 1				/15
Task 2				/15
Task 3				/15
			TOTAL out of 100	
			TOTAL out of 400	

I certify that all the work in this folder is the learner's.

Signature of Teacher: _____

Date: _____

I certify that all the work in this folder is my work.

Signature of Learner: _____

Date: _____

2. IEB SBA RANK-ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
LIFE ORIENTATION
SBA RANK ORDER MARK SHEET**

CENTRE NO:

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LEARNERS LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

EXAMINATION NUMBER										MARK – 400
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
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15										
16										
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20										
21										
22										
23										
24										
25										

3. GENERIC DOCUMENT ON RICH TASKS AND COGNITIVE LEVELS



**NATIONAL SENIOR CERTIFICATE EXAMINATION
LIFE ORIENTATION**

RICH TASKS

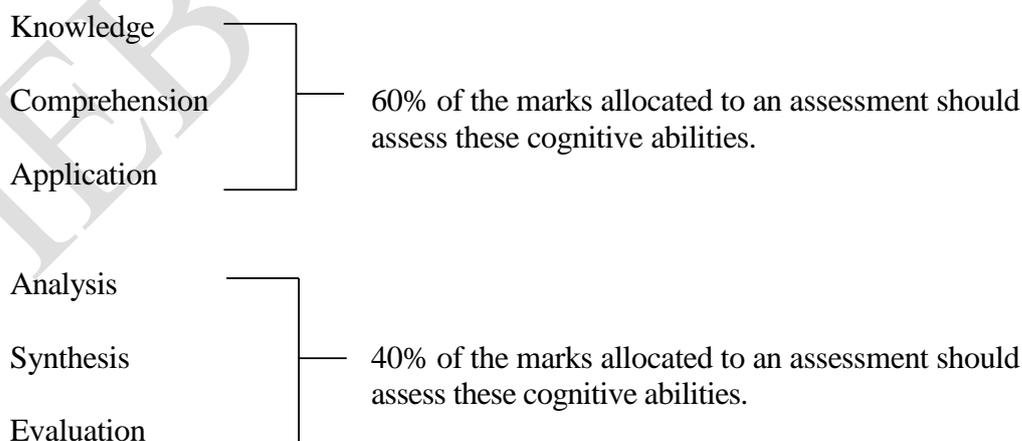
The SBA requirements of the NSC of SBA require the rigour. The SBA pieces that are not examination or test oriented should be rich.

What do we mean by rich tasks?

1. Tasks should assess a range of content at the various cognitive levels using the 60/40 split.
2. Tasks that require an integration of knowledge, skills, attitudes and values. They should require learners to use knowledge, skills, attitudes and values learned over time in an integrated way in an applied context.
3. Tasks that make use of unfamiliar/unrehearsed contexts. Learners should be required to demonstrate applied competence, i.e. transfer their learning gained over time into new situations. These new contexts should be:
 - real life
 - relevant and appropriate to the age group
 - present a problem or scenario or issue with which the learners have to engage
 - allow assessment of process as well as product
 - encourage metacognition (awareness of the process of learning)
 - cater for all levels of cognitive ability.

SETTING TO COGNITIVE LEVELS

SBA tasks should be set with the following in mind:



4. TOPICS FOR GRADE 10 and 11 FROM CAPS



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Topic	Grade 10	Grade 11
Development of the self in society	<ul style="list-style-type: none"> Self-awareness, self-esteem and self-development Power, power relations and gender roles Value of participation in exercise programmes Life roles: nature and responsibilities Changes towards adulthood Decision-making regarding sexuality Recreation and emotional health 	<ul style="list-style-type: none"> Plan and achieve life goals: problem-solving skills Relationships and their influence on well-being Healthy lifestyle choices: decision-making skills Role of nutrition in health and physical activities Gender roles and their effects on health and well-being
Social and environmental responsibility	<ul style="list-style-type: none"> Contemporary social issues that impact negatively on local and global communities Social skills and responsibilities to participate in civic life 	<ul style="list-style-type: none"> Environmental issues that cause ill-health Climate change Participation in a community service addressing an environmental issue
Democracy and human rights	<ul style="list-style-type: none"> Diversity, discrimination, human rights and violations National and international instruments and conventions Major religions Ethical traditions and/or religious laws of major religions in South Africa Indigenous belief systems in South Africa Biases and unfair practices in sport 	<ul style="list-style-type: none"> Democratic participation and democratic structures Role of sport in nation building Contributions of South Africa's diverse religions and belief systems to a harmonious society
Careers and career choices	<ul style="list-style-type: none"> Subjects, career fields and study choices: decision-making skills Socio-economic factors Diversity of jobs Opportunities within career fields Trends and demands in the job market The need for lifelong learning 	<ul style="list-style-type: none"> Requirements for admission to higher education institutions Options for financial assistance for further studies Competencies, abilities and ethics required for a career Personal expectations in relation to job or career of interest Knowledge about self in relation to the demands of the world of work and socio-economic conditions
Study skills	<ul style="list-style-type: none"> Study skills and study methods Process of assessment : internal and external Annual study plan 	<ul style="list-style-type: none"> Study styles and study strategies Examination writing skills Time-management and annual study plan Goal-setting skills
Physical Education	<ul style="list-style-type: none"> Physical fitness: programmes to promote well-being Skills in playground and/or community and/or indigenous games Environmentally responsible outdoor recreational group or individual activities Skills in traditional and/or non-traditional sport Safety issues 	<ul style="list-style-type: none"> Improvement of current personal level of fitness and health Umpiring and leadership skills in self-designed and modified games (teach peers) Various leadership roles in a self-designed recreational group activity Umpiring and leadership skills in self-designed and modified sport (teach peers) Safety issues

5. IEB CAPS ASSESSMENT SYLLABUS GRADE 12



**NATIONAL SENIOR CERTIFICATE EXAMINATION
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IEB ASSESSMENT SYLLABUS FOR GRADE 12**TOPIC ONE****Development of the self in society**

- Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life.
 - Identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)
 - Assess levels of stress: signs and symptoms of stress, positive stress and negative stress
 - Stress management: coping mechanisms and/or management techniques, develop and implement own strategy
 - Conflict resolution skills: interpersonal and intrapersonal (role plays, scenarios)
 - Initiating, building and sustaining positive relationships: importance of communication (understanding others, communicating feelings, beliefs and attitudes)
 - Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others
 - Adapting to growth and change: change in circumstances
 - Transition between school and post-school destination, positive and negative aspects of change.
- Personal lifestyle plan to promote quality of life.
- Human factors (accidents, crises and disasters: psychological, social, religious, cultural practices) that cause ill-health, and different knowledge systems.
 - Diseases: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS , malnutrition, malaria, cholera, related to poverty and/or lifestyle
 - Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour
 - Intervention strategies: prevention and control, early detection, treatment, care and support

TOPIC TWO**Physical Education**

- Participation in programmes that promote
 - achievement of personal fitness and health goals
 - long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity
- Safety issues relating to
 - fitness exercises
 - participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity

TOPIC THREE

Study Skills (NOT FOR ASSESSMENT PURPOSES)

- Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles
 - Revise examination writing skills (read the question, plan the response, answer the questions, etc.)
- Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12
 - Revision of own study skills
 - Revision of examination writing skills
 - Study timetable for final examinations

TOPIC FOUR

Careers and career choices

- Planning and preparation for Post Matric: interviews, etiquette
 - Identifying and unpacking transferable skills such as: International Computer Driver's Licence, presentation and public speaking skills.
- Reasons for and impact of unemployment
 - Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs
 - Financial and social viability of entrepreneurship and other employment options
 - The impact of corruption and fraud on the individual, company, community and country
- Structures and Processes that apply to the working world
 - Awareness of SARS tax obligations
 - Core elements of a job contract: worker rights and obligations; conditions of service
 - Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act
 - Principles of equity and redress
 - Recruitment process: general trends and practices
 - Trade unions and organised labour
 - Work ethics and societal expectations
 - A short CV, for application for part-time or full-time employment or for a bursary
- The value of work: how work gives meaning to life

TOPIC FIVE

Democracy and Human Rights

- Responsible citizenship:
 - Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights
 - Discussion of projects, campaigns and events which address discrimination and human rights violations
- The role of the media in a democratic society: electronic and print media
 - Freedom of expression and limitations
 - Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society)
 - Critical analysis of media and campaigns
 - Coverage of sport, sports personalities and recreation activities
- Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders

Social and environmental responsibility

- Community responsibility to provide environments and services that promote safe and healthy living:
 - Responsibilities of various levels of government: laws, regulations, rules and community services
 - Educational and intervention programmes; impact studies
- Formulate a personal mission statement and evaluate its impact based on:
 - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices
- Explore laws and regulations relating to coming of age

6(a) REGIONAL/NATIONAL MODERATION SHEETS: (A) TEACHER'S FILE



NATIONAL SENIOR CERTIFICATE EXAMINATION
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Examination Centre: _____

Item	Yes	No	Comment
Declaration and index page			
IEB Moderation List			
Mark List/Rank Order			
Spreadsheet of marks			
Evidence of Internal Moderation			
Grade 10 and 11 Tasks			
Grade 12 4 pieces			
CAT 2 pieces			
Appropriate Marking Guidelines			
Analysis Grids for all tasks			

Tasks

	Yes	No	Coverage of Cognitive Levels (imbalanced, balanced, adequate, inadequate)	Comment
Grade 12				
Test 1				
Task 1				
Task 2				
Task 3				
Practical Assessment (PET)				
CAT				
Task 1				
Task 2				
Certificate Tasks				
Information on certificate tasks facilitated by the school				

Name of Teacher: _____ School: _____

Name of Moderator: _____ Signature: _____

Date: _____

6(b) REGIONAL/NATIONAL MODERATION SHEETS: (B) LEARNER'S FILE



**NATIONAL SENIOR CERTIFICATE EXAMINATION
LIFE ORIENTATION**

Examination Centre: _____

Item	Yes	No	Comment
Declaration and index page			
Tasks			
Grade 12 4 pieces			
CAT 2 pieces			
If appropriate – letter from school head explaining missing work			

Tasks

	Yes	No	Marking according to Rubric or Marking Guidelines (Yes/No)	Comment
Grade 12				
Test 1				
Task 1				
Task 2				
Task 3				
Practical Assessment (PET)				
CAT				
Task 1				
Task 2				
Certificate Task				
Certificate 1 – Community Service Certificate 2 Certificate 3 Certificate 4				

Name of Teacher: _____ School: _____

Name of Moderator: _____ Signature: _____

Date: _____

7. ASSESSMENT DESIGN LEVELS

Bloom's Taxonomy of Educational Objectives (adapted by the IEB)

Level	Description	Explanation	Skills demonstrated	Action verbs
6	Evaluation	Making judgments based on certain criteria.	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognise subjectivity.	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise, critique, interpret, justify.
5	Synthesis	The ability to put elements together to form a new whole.	Use old ideas to create new ones, generalise from given facts, relate knowledge from several areas, predict, draw conclusions.	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalise, rewrite, categorise, combine, compile, reconstruct.
4	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised.	Seeing patterns, organisation of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate.
3	Application	The ability to use (or apply) information in new situations.	Use information, use methods, concepts, theories in new situations, solve problems using required skills of knowledge.	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce.
2	Comprehension	First level of understanding, recall and understand information, describe meaning.	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences.	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalise, give example, rewrite.
1	Knowledge	Act of remembering facts. Only recall.	Observation and recall of information.	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognise, examine, tabulate, quote, name.

8. RECOMMENDATIONS FOR CERTIFICATE TASKS

RECOMMENDATIONS FOR CERTIFICATE TASKS

Examples of certificate tasks:

The Certificate Section should be accompanied by the form on page 23/17 to illustrate what the learner has done in order to complete each certificate.

Ideas for Certificate Tasks

CPR
President's Award Certificate – one level only
Round Square Initiatives
Toast Master's – one level only
Leadership courses
Outside service providers
Learner OR Driver licences
Coaching and Umpiring certification
Life Saving
Exchange Programmes
School camps with specific focus
Religious Certification
Self-awareness and improvement
Peer tutoring
First Aid
Department

Community Service Ideas

Support Services
Meals for families in crisis
Sandwiches
Knitting
Personal Baking for community partnerships
On-going Service
Visiting Children's Homes
Outreach services
Literacy and Numeracy Training
SPCA
Soup kitchens
Guide dogs
Police Stations
Hospitals
Retirement homes
Projects
Residential Service
Outreaches
Smile Programme
Habitat for Humanity
Fundraising Initiatives
Service Projects
Holiday projects in disadvantaged areas
Missionary Initiatives
Physical Rehabilitation

9. CERTIFICATE TASK INFORMATION SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
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CERTIFICATE TASK INFORMATION SHEET**

NAME OF LEARNER: _____

EXAMINATION NUMBER

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Certificate One Community Service Number of Hours:	Name of Certificate Task	Description of Course Content
Certificate Two		
Certificate Three		
Certificate Four		
Signature of Learner:		Signature of Teacher:

10. LIFE ORIENTATION: DISCURSIVE ESSAY RUBRIC

CRITERIA	MARKS	LEVEL
A clear position has been adopted and focus is consistent throughout the essay. The argument is thought-provoking, insightful and offers a unique 'own voice' perspective by drawing of appropriate, detailed and specific example to prove the candidate's viewpoint. The examples have been seamlessly integrated into the argument. The argument is skilfully sustained and wholly convincing. It is crisply and clearly expressed.	30 29 28 27	7+
A clear position has been adopted and focus is consistent throughout most of the essay. The argument is thorough and logically developed with a range of appropriate, specific examples to support the candidate's viewpoint. The examples have been clearly integrated into the argument. The argument is mostly sustained and largely convincing. It is clearly expressed.	26 25 24	7
A clear position is evident within the argument. Candidate focuses on question however, there may be some lapses. The argument is clear, has substance and is logically developed with a range of mostly relevant, specific examples to support the candidate's viewpoint. The argument is sustained with minor lapses in logic OR relevance, but is largely convincing. It is clearly expressed in most places.	23 22 21	6
A clear position is taken by the candidate. Lapses in focus and/or implied focus in places. The argument is evident and some relevant, specific examples are provided in an effort to support the candidate's viewpoint. The examples are not always successfully integrated into argument. The candidate has made an effort to unpack the issues but these require further development. The focus of the argument tends to deviate and may lack logic. It is adequately expressed.	20 19 18	5
The candidate has attempted to adopt a position. The focus on the question tends to be thin rather than substantive. The argument is superficial and examples provided are vague and generalised in places. The argument is lacks focus and is poorly sustained. The expression is sometimes awkward but the candidate can communicate his/her ideas.	17 16 15	4
The candidate's position is vague or unclear. There is no distinct argument present although examples have been provided in an attempt to answer the question. There is evidence of repetition of ideas. Argument lacks focus, cohesion and logic. The expression is clumsy and may impact upon the overall meaning which the candidate is trying to communicate.	14 13 12	3
No position is provided by the candidate. Argument is implied; candidate does not explicitly address the question. The response provides some examples but these are not linked to the question. The response is narrative and the examples are repetitive. Expression is flawed and prevents the candidate from communicating his/her ideas.	11 10 9	2
There is no connection to the question and the ideas that are provided are irrelevant. Examples are haphazard and serve no purpose. Expression is often incomprehensible and may be unintelligible.	8 - 0	1