



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**COMMON TASK FOR ASSESSMENT (CTA)
GRADE 9 – 2008**

ENGLISH FIRST ADDITIONAL LANGUAGE

LEARNER'S BOOK

SECTION A

THEME:

Personal Development

SUB-THEME:

Careers

Name of Learner: _____

Suggested Time: 5 hours

150 marks

No of pages: 22

Types of Activities:**Task 1: Contextualisation**

- 1.1 Class discussion (0)
- 1.2 Group discussion with report back and self-assessment (20)

Task 2: Response to a Text

- 2.1 Text 1 : Response to a cartoon strip, a table and a bar graph (20)
- 2.2 Text 2 : Grammar (20)

Task 3: Investigation and Presentation

- 3.1 Group discussion, group assessment and research (30)
- 3.2 Presentation (30) and peer assessment (10)

Task 4: Functional Writing

- 4.1 Analysing a Letter of Application for a Job
 - 4.2 The Curriculum Vitae (20)
-

Context:

This unit aims to help you start thinking of what career you would like to choose in the future.

The process starts in Grade 9 as you choose your subjects or decide to leave school to follow a different path.

It is certainly not an easy process for most learners and it is your right to get as much help as you need to take your first steps. It involves not only you, but also your family. It also means trying to understand yourself and describing your dreams for the future.

Furthermore, this unit offers you practice in a number of oral, written, reading and visual activities that aim at improving your language and communicative abilities.

Task 1: Contextualisation

Time: 60 minutes

Marks: 20

The purpose of this task is for you to be able to:

- Learn vocabulary around the theme of careers in order to speak, read and write in the activities which follow
- Develop your listening skills
- Work together as a group
- Describe your personality, dreams and aspirations for the future

Your teacher will guide you through the following class and group discussion. You will need some paper and a pen. It is also very important that you follow the rules of listening and responding to others, which your teacher will discuss with the class. Be tolerant of other people's views and show them respect.

Activity 1.1: Class Discussion

Time: 10 – 15 minutes

Marks: 0

Look at the following visuals and, together with the class, draw up a list of careers. You should be able to add careers to the suggestions below.

1.1



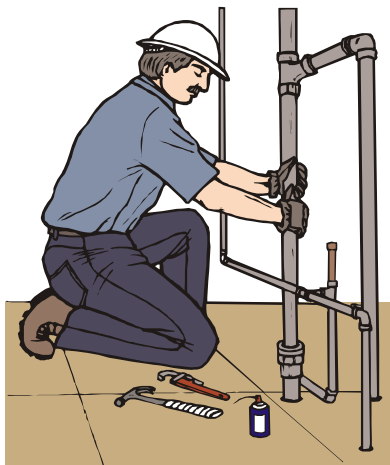
1.2



1.3



1.4



1.5



1.6



1.7



1.8



1.9



Photos sourced from the following websites:

<www.Aichberger.de>; <www.thevillager.com>; <www.nasa.gov>; <www.plumberfinder.us>; <www.skyauroradesigns.com>;
<www.anchorhealthcare.net>; <www.xianzai.com>; <www2.hillsong.com>; <ngfl.northumberland.gov.uk>; www.activist-trauma.net
<www.coffeyhealthcare.ie>

Activity 1.2: Group Discussion with Report Back

Time: 50 - 60 minutes

Marks: 20

A GROUP OF TEENAGERS IS DISCUSSING FUTURE CAREERS AND SUBJECT CHOICES DURING FIRST BREAK

Ryan : I can't believe it! My Maths teacher, Mr Zikalala, told me that I have to take Maths next year. I got 12% for my Maths exam in July and he wants me to take Maths next year. Nooit!

Preshani : Ryan, don't be SO dumb. It is not Mr Zikalala that wants you to take Maths; it is just how the system works. Everyone has to take Maths. I am sure you are a nightmare for him, and he would personally love it if you drop the subject!

Refilwe : Yebo! It makes me so upset because I want to be an actress. I don't need Maths. I just need to work hard to improve all my languages so that I have more chances of getting work. I don't want to be like some coconuts who can only speak English. I have to take English, and I am also taking Sesotho and Afrikaans.

Stefan : Ag nee! I like Maths and Science. Anyway, Ryan, you and Refilwe can take Maths Literacy. Just imagine, I want to be an engineer and I have to take TWO languages. It is so unfair! Who needs Sesotho and Afrikaans, when English is the international language? Preshani, can you imagine Refilwe as an actress? She can't even say a speech in class without stressing for three days. And the labels on her clothes! Refilwe can never be without bucks !

(They all laugh, except Refilwe, who glares at Stefan)

Refilwe : Stefan, you must never! You think you are so clever but you are too lazy to be an engineer. You need to find a rich wife so that she can work and you can stay at home and play your stupid computer games all day!

Preshani : Calm down, guys! Just remember that choosing subjects is not just about taking subjects you think you need for the future. Compulsory subjects like Maths and

Languages develop your brain and help you to think better and problem-solve. If anyone deserves sympathy, it should be me. I want to have my own beauty salon and the school doesn't offer anything like that. I suppose learning lots of languages and Business Studies could help. Anyway, do you know that we can leave school at the end of this year? I am working on my parents to allow me to go and study for a diploma in beauty care next year. I think my mom would be okay with that, but my dad ...

Ryan : Sjoe! My dad would freak if I told him I wanted to be an actor or a hairdresser. (All the kids laugh). He wants me to take Maths, Science and Accounting, so I can take over the company business one day. He will flip if he knows I have to take Maths Literacy next year. He doesn't understand that I don't care about being rich. I also don't want to be in an office all day. I want to be in nature, working with animals.

Refilwe : I always knew you were an animal, Ryan.

(They laugh again, and they hear the bell ringing for the end of break)

Stefan : Cheers, guys! I have Arts and Culture now. We have to paint today and I am dreading it. I can't paint to save my life.

All : Cheers, see you at second break.

- Once you have read the above conversation, spend a few minutes discussing your own concerns, dreams, or the problems you are facing in choosing a career. Then choose a spokesperson, a scribe, a timekeeper and a chairperson/ coordinator for your group and start completing the task.
- Your teacher will assign each group one of the pictures from Activity 1.1 or one of the extra careers listed by the class.
- Your teacher will hand out a grid for you to complete the task.
- Fill in the name of the career you have been given at the top of the grid.
- Fill in a few notes on the career under each heading outlined below that. Use point form.
- In the top left-hand block list what subjects are compulsory for all learners and then list any additional subjects which might be useful for the career/job. If the job can be done by attending an FET College from Grade 10 then indicate this.
- In the top right-hand block, list what kind of personality traits a person choosing that job would need to have to be successful in the chosen job.
- In the bottom left-hand block list the advantages of this job.
- In the bottom right-hand block list the disadvantages of the job.

Activity 1.2 Gr 9 CTA 2008

NAME: GROUP MEMBERS: DATE:

SELF-ASSESSMENT (6 MARKS)

Use the following checklist to assess your ability to listen to other people in your group. This is self-assessment, and you are required to be honest.

	No (0)	I need to work on this aspect (1)	Yes (2)
1. I focussed on what the members in my group were saying and not on their appearance or habits			
2. I let the speaker finish before speaking			
3. I gave the speaker feedback to show that I was listening			
TOTAL			6

TEACHER ASSESSMENT OF GROUPWORK (14 MARKS)

Your teacher will use the following to assess the feedback given by each group and the group work skills of each group:

	No (0)	They need to work on this aspect (1-2)	Yes (3-4)
1. The group was able to complete the diagram successfully by pooling collective knowledge			
2. The group was able to listen actively to one another and showed respect for one another's contributions			
3. All the learners participated in providing the answers.			
	No (0)		Yes (2)
4. The group finished within the time constraints			
TOTAL			14

Task 2: Response to a Text

Time: 60 minutes

Marks: 40

The purpose of this task is for you to be able to:

- further extend your vocabulary around the theme of careers in order to be able to speak, read and write in the activities which follow,
- show an understanding of how different visual texts convey meaning,
- show an understanding of visual texts such as tables and bar graphs,
- demonstrate an ability to change sentences.

Activity 2.1: Response to a Text

Time: 30 - 40 minutes

Marks: 20

Text A: Pictures

(10)

The following pictures all show reasons why someone could possibly end up without a job. For example, picture A suggests that the person could be lazy, or very slow at his job. Answer the following questions using the pictures:

A



B



C



D



E



F



[<www.brainbasedbusiness.com; www.tsc.go.ke; www.masternewmedia.org; www.weeklyshot.org; www.theme.cc; www.nuh.nhs.uk>]

1. The man in picture A is shown as being very lazy. How can we see this from the picture? Give TWO reasons. (2)
2. Fill in the missing word in the following sentence. Write only the missing word.
Picture B suggests that if a person has too little, or too much, _____, then it could be difficult to find a job. (1)
3. Picture C shows that some people don't take a job that is offered because it does not provide them with enough of what? (1)
4. Refer to picture D:
 - 4.1 Why do you think the man in Picture D is not working anymore? (1)
 - 4.2 Why do you think the photographer has used a close-up of the old man's face? (1)
5. The woman in picture E is obviously sick, and is not at work. Do you think it is fair for a company to dismiss (fire) somebody from their work because of illness? Explain your answer. (2)
6. Picture F shows a country where there are high levels of unemployment (not enough jobs). Give a possible reason (not shown in any of the pictures) to explain why some countries have a high level of unemployment. (2)

[10]

Text B: Tables (7)

Study the following table and then answer the questions which follow:

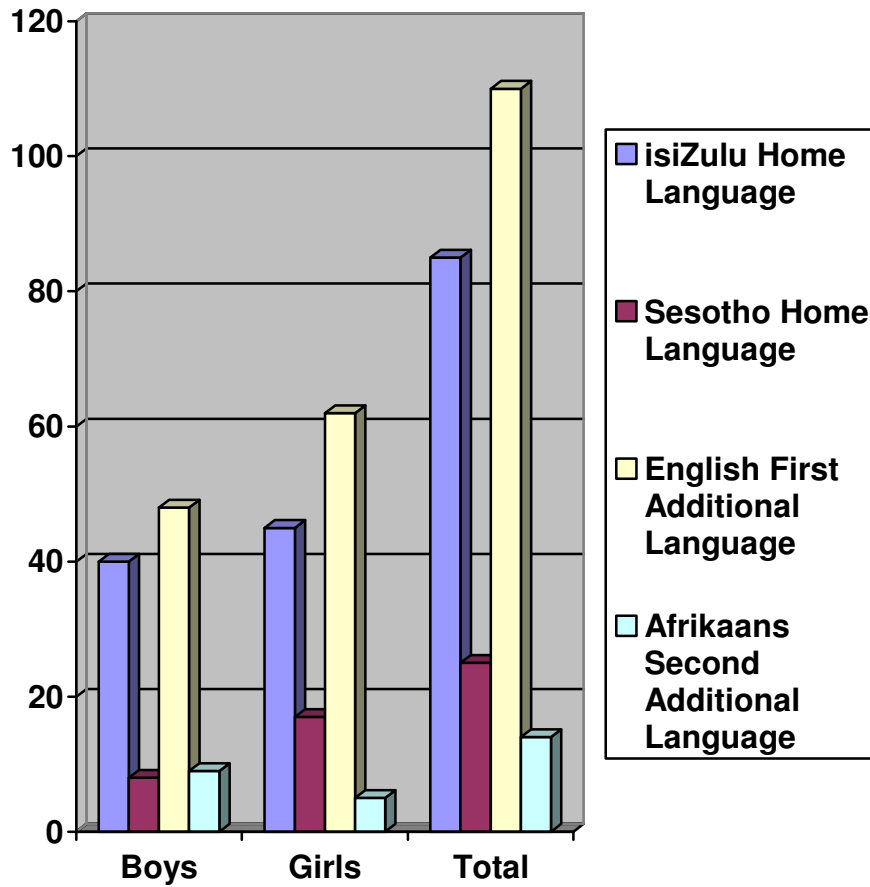
**Grade 10 Subject Choices
Diepsloot Secondary School**

Subject Chosen	Boys	Girls	Total
isiZulu Home Language	40	45	85
Sesotho Home Language	8	17	25
English First Additional Language	48	62	110
Afrikaans Second Additional Language	9	5	14
Mathematics	30	15	45
Mathematical Literacy	18	47	65
Physical Science	25	11	36
Life Sciences	20	22	42
History	10	8	18
Geography	4	18	22
Accounting	11	8	19
Business Studies	30	28	58
Visual Art	2	10	12
Information Technology (IT)	10	13	23

7. Name TWO languages offered by Diepsloot Secondary School. (2)
8. Which subject has been chosen by the highest number of girls? (1)
9. Refer to the subject choices of the boys:
 - 9.1 Which subject has been chosen by the least number of boys? (1)
 - 9.2 Can you think of a reason for so few boys choosing this subject? (1)
10. How many learners are there in Grade 10 at Diepsloot Secondary School? (1)
11. How did you know this? (1)

[7]

Text C: Bar Graphs (3)



12. What is being compared on the above BAR GRAPH? Write your answer in a FULL SENTENCE. (1)

 13. Does the information (data) on this graph show the information (data) in Text B (the table)? Explain. (2)
- [3]

Activity 2.2: Language**Time: 30 – 40 minutes****Marks: 20**

**The Curriculum Vitae
of
Jayshree Govender**

**PERSONAL DETAILS**

Address : 3 George Street; Johannesburg South; 2001
Date of Birth : 7 March 1990
Nationality : South African
Licence : Yes
Contact Numbers : (011) 808 – 1276 (h)
 (084) 316 – 1976 (Cell)

PERSONAL STATEMENT

I am a hard-working learner who has achieved in all areas of my school life. I have achieved honours in academics, I played in the school girls' soccer team, and I took part in debating. I have also been involved in community work, by supporting an Aids Hospice and I have represented the learners at my school on the Learners' Representative Council. My portfolio was Community Involvement.

EDUCATIONAL HISTORY

2008 **National Senior Certificate**
 Johannesburg South High School (2004 – 2008)

- I achieved distinctions in Geography, isiZulu First Additional Language and Art

SKILLS

- Computer Skills (Microsoft Word, Excel and PowerPoint)
- Communications Skills (I am fluent in English and isiZulu. I also understand Afrikaans)
- Leadership (Learner Representative)

REFEREES

- **Mr Graham Masabenza**
Principal – Johannesburg South High School
 (011) 808 - 1458
- **Ms Stephanie Daniels**
English Teacher
 (084) 456 – 1278
- **Ms Busi Khumalo**
Head Nurse at Johannesburg South Aids Hospice

(011) 808 - 1276

1. Rewrite the following sentence to express the future tense:
 Jayshree studied for her exams last year.
 - 1.1 Jayshree is..... next year (1)
 - 1.2 Jayshree will next year (1)

2. Complete the following sentence by choosing the correct answer:
 If Jayshree decided to become an Aids worker, she (could/ can/ would/ will) improve her language skills. (1)

3. Rewrite the following sentence correctly :
 Jayshree can be able to get the job as an Aids worker (1)

4. Rewrite the following sentence in REPORTED or INDIRECT SPEECH :
 Jayshree asked: “Can I include my community service in my CV, Ms Khumalo?” (3)

5. Join the following two sentences with the word **WHO**
 Jayshree has good computer skills and communication skills. Jayshree should easily get the job as an Aids worker.
 Jayshree **who**, (2)

6. Jayshree is a learner who is very hard working. In the word “working” a suffix (-ing) is used.
 - 6.1 Find two other words in the Personal Statement section where –ing is also used as a suffix. (2)
 - 6.2 What are the roots of these two words (that is, what would the words be without the suffixes added to them)? (2)
 - 6.3 Find an example of any other suffix from the Personal Statement section. (1)
 - 6.4 Find an example of an apostrophe in the Personal Statement section. (1)
 - 6.5 Rewrite the following sentence, putting in an apostrophe where needed:
Jayshrees interests are debating, soccer and community work (1)

7. Rewrite the following sentence as indicated :
 Next month Standard Bank will be holding interviews for bank clerks.
Next month interviews . . . (2)

8. In the Referees section the abbreviation "Ms" is used. What is the difference between "Ms" and "Mrs"? (2)

Task 3: Investigation and Presentation

Time: 90 minutes

Marks: 70

The purpose of this task is for you to be able to:

- Use the vocabulary around the theme of careers you have acquired in the previous activities
- Show your ability to do research by interviewing someone
- Show an understanding of how to set questions which will result in a successful interview
- Use the correct word order and punctuation when setting questions
- Show your ability to present your findings in an entertaining and informative manner
- Use a visual aid successfully

Activity 3.1: Interviewing Skills and Research

Time: 30 – 40 minutes (and homework)

Marks: 30

You are going to do some research in your community (or in another community if you choose) by finding someone who is doing a job or following a career in which you are interested.

You are going to interview this person. You will then complete a presentation on the career and person.

Your teacher will allocate you to work with someone in your class. Together, you must set ten questions that you can use to interview the person in your community. Both of you will have the same ten questions. You must both write them down as you will need them to interview the person.

You have 15 minutes to think of ten questions with your partner. You will then exchange your questions with those of another pair and assess their questions using the marking grid handed out by your teacher. Your teacher will also assess the research you do by interviewing someone with these questions.

NAMES:

DATE:

Write your questions here:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Use the following checklist to assess another pair's questions:

Pair Members being assessed:

Date:

Assessed by:

	No (0)	The group needs to work on this aspect (1-2)	Yes (3-4)
1. All questions start with capital letters			
2. All questions end with question marks			
3. There are a variety of OPEN and CLOSED questions			
4. The questions would give the interviewer enough information about the career or job the interviewee does			
5. The questions include some personal ones or questions that relate to emotions or life experiences			
TOTAL			20 ÷ 2 = 10

Research Rubric

Level	1	2	3	4	
Marks	0-2	3-4	5-6	7-10	20
Research	Research not done/ Research not sufficient – provides almost no information on the chosen career OR No link with the questions set	Research done, but provides just the most basic of information OR Learner did not answer all the questions he/she set	The learner has answered all questions set and has enough research for the class to gain from the presentation. However, more could have been done	The learner has provided information which will ensure a superb presentation, including all relevant information as well as points of interest	
Language	No attention has been paid to grammar, punctuation and spelling. Communications is, therefore, affected.	Has paid some attention to grammar, punctuation and spelling. Communicates, but some miscommunication occurs at times.	Has paid attention to grammar, punctuation and spelling. Communicates clearly.	Has used grammar, punctuation and spelling for effect.	

Activity 3.2: The Presentation

Time: 50 – 60 minutes

Marks: 40

In the previous activity you listed ten questions you could use to interview someone in your community about their job or career. Choose somebody that has a job or follows a career in which you are interested.

Once you have interviewed your chosen person, you must collate the information from your questions on their career choice, into a 1 – 2 minute presentation. You may not speak for longer than 2 minutes. Your teacher will stop you after 2 minutes.

Your teacher will discuss the requirements of a presentation with you and how it differs from a Prepared Speech. He/she will also discuss an outline of the possible structure of your presentation.

Pointers to keep in mind for an effective presentation:

- Deliver an opening, or introduction, that grabs the attention of your audience.
- Your introduction briefly outlines the main points or the structure of your presentation.
- Your introduction and presentation give the audience reasons for listening to your presentation, even if they have no interest in that career/job. (e.g. does it use examples, humour, visuals, anecdotes, personal feelings and thoughts, and examples to which the audience can relate?).
- Your presentation is well-structured.
- You have provided enough information for the audience to have a basic understanding of the career/ job in which you are interested.
- You use verbal and non-verbal indicators to keep your audience's attention (e.g. gestures; facial expressions; body language; a well projected voice; emphasis; pauses; eye contact).
- You present, rather than read your notes.
- You use your visual aid appropriately.
- You have a conclusion which summarises your presentation.
- Your conclusion leaves your audience with something to think about.
- You are confident in the delivery of your presentation.
- You are well-prepared in terms of delivery and information.
- You use key cards (cue cards).

PEER ASSESSMENT (10 MARKS)

Your teacher will ask three learners to assess each speaker, and he/she will use the average of the three marks.

Learner being assessed:

Date:

Please answer the following questions honestly:

		No (0)	Partly (1)	Yes (2)
1	Was the speaker ready to present when the teacher asked him/her to do so?			
2	Did the speaker look enthusiastic and confident about speaking to the class?			
3	Did the speaker have key cards?			
4	Did the speaker talk to the audience instead of reading?			
5	Did the speaker maintain good eye contact with the audience?			
6	Did the speaker place the visual aid where the audience could see it?			
7	Did the speaker refer to the visual aid?			
8	Did the speaker have an introduction that grabbed the audience's attention?			
9	Did the speaker keep the audience's attention throughout the presentation			
10	Did the speaker have a conclusion which summarised the main points of the presentation and left you with something to think about?			
TOTAL				20÷2 = 10

Please include some suggestions for the speaker to improve or some praise for the speaker.

Comments:

TEACHER ASSESSMENT (30 MARKS)

	0 - 1	2	3	4
Preparation and Research	Almost none. Not ready on the day.	Some preparation, but lacked research. No preparation done to engage the audience.	Research adequate and some techniques employed to engage the audience.	Research includes the emotional/ personal aspect. Presentation well-planned to keep audience engaged.
Introduction	No introduction.	Has an introduction but not attention grabbing.	Introduction grabs attention, but does not adequately outline the structure of the presentation.	Grabs attention and outlines the structure of the presentation.
Conclusion	None.	Summary is unclear/ leaves audience confused.	Conclusion summarises the main points of the presentation.	Conclusion summarises the main points and leaves the audience with something to think about.
Use of Voice	Not used effectively. Monotonous. Speaks too softly. Speaks too fast.	Voice hardly used to make presentation interesting.	Some attempt is made to use voice techniques such as emphasis, projection, inflection and pausing.	Voice techniques integrated into presentation and well-prepared.
Eye contact/ key cards	No key cards or eye contact.	Some eye contact, but minimal.	Eye contact made.	Eye contact used effectively.
Use of Gesture & facial expressions	No gestures or facial expressions used.	Some gestures and facial expressions used.	Range of gestures and facial expressions used.	Used effectively and clearly planned.
	0 – 2	3	4 – 5	6
Language	Miscommunication due to language problems. Inappropriate.	Language errors, but the learner communicates with only some miscommunication.	Some errors, but communication is not disturbed. Target audience taken into account.	Almost no errors. AND language used effectively.
TOTAL FOR PRESENTATION				30

Task 4: Writing

Time: 60 – 90 minutes

Marks: 20

The purpose of this task is for you to be able to:

- Write a basic business letter (i.e. the letter of application for a job)
- Write a Curriculum Vitae (CV)
- Show an awareness of the requirements for different text types
- Change your writing for a specific audience, purpose or situation
- Plan your writing and realise that it is a process which requires feedback, proofreading and editing

Activity 4.1: Analysing a Letter of Application for a Job

Time: 30 – 40 minutes

Marks: 0

Read through the **Letter of Application** for a job on the following page. You must use the information contained in the letter to complete the table summarising this information. Your teacher will divide you into groups of three to complete this pre-writing task.

It is very important to take note of how to write and structure this letter as it will be useful to you in the future.

The Letter of Application

- This letter has the goal of getting the employer to look at your CV.
- It does this by your showing in the letter that you understand the job requirements, and proving that you have the skills, experience and qualifications for the job.
- It also shows that you are able to communicate effectively, and must, therefore, have no spelling, punctuation or grammar errors.
- It must be brief (not more than 1 page).
- It must start with your postal address and the date.
- On the left, you must address the letter to somebody: include their job title, the department and the address.
- Make sure that you spell their name correctly or you will create a poor impression.
- Then, write the salutation (Dear ...) and a subject line.
- In Paragraph 1, you need to state why you are writing to them (you can mention having seen their advertisement). It could start off as: I would like to apply for the position of Please find enclosed my Curriculum Vitae.
- The main body should consist of 2 – 3 paragraphs where you tell them what you have to offer, and why they should read your CV. You need to summarise your experience and skills. You also need to respond to the requirements of the job advertisement. Try to sell yourself on what makes you unique.
- The next part of your letter should be about your personal skills, or your personality. Use adjectives to describe your best points.
- The closing paragraph should ask for some action from the employer: you can ask for an interview, or you can give details on how they can contact you if they need any further information.
- End with **Yours sincerely** if you have used their name.

P O Box 45
Nelspruit
1200
30 July 2008

Dr Felicity Mahlakwane
Department of Nursing
Polokwane Hospital
P O Box 411
Polokwane
0700

Dear Dr Mahlakwane

APPLICATION FOR THE JOB OF HEAD NURSE

I wish to apply for the position of Head Nurse at Polokwane Hospital, which was advertised in the *Sunday Times* of 29 July 2008. I have enclosed my Curriculum Vitae for your information.

You stated in your advertisement that you were looking for a head nurse with more than five years' experience in an Intensive Care Unit. I have worked at the Nelspruit Hospital Intensive Care Unit for five years from January 2003 to the present. I am especially competent in post-surgery recovery. In 2007 I was appointed as a senior nurse in the ward. This was on the strength of my administrative skills and the fact that I upgraded my qualifications from a Nursing Diploma (attained with distinction from the Johannesburg Hospital in 1999) to a degree from the University of the North in 2006, specialising in post-operative treatment.

Your advertisement also requires computer literacy in Microsoft Excel, Microsoft Word and PowerPoint. I attained my International Computer Driving Licence (ICDL) in April this year. Furthermore, you require a person with excellent managerial skills, who is able to motivate the other nurses in the unit to give of their best even under difficult circumstances and staff shortages. The time I spent at Johannesburg Hospital from 2000 to 2002, equipped me with the skills to deal with change in very trying times. I also lead a balanced life and have a family. I think it is important to refresh my body and mind, and I enjoy hiking and writing. Nevertheless, I am a motivated and committed person. This has always been the case and I was Head Girl of Blue Hills High School, and was awarded full colours for Netball.

I am eager to take on the challenge of a management position and am available for an interview. I can be contacted on 083 769 6534. I have also included referees in my Curriculum Vitae. Ms Ronel du Toit is Head Nurse at Nelspruit Hospital's Intensive Care Unit, Dr Thabiso Simelane is on the managing committee of Johannesburg Hospital, and Father John Stephens can attest to my character. I look forward to hearing from you.

Yours sincerely

Julia Meintjies (Ms)

A SUMMARY OF THE INFORMATION ON JULIA MEINTJIES

Contact Details	Address:
	Tel. No:
Educational History	2006 Where? What?
	1999 Where? What? Achievement?
	Name of High School Achievements?
Other Courses	2008 What?
Work Experience	January 2003 to Present Where? What?
	January 2000 – December 2002 Where? What? Achievements?
Interests or Hobbies	
Referees	1. Name: Relationship:
	2. Name: Relationship
	3. Name: Relationship:

Activity 4.2: Writing a Curriculum Vitae**Time: 30 – 40 minutes****Marks: 20**

You are now required to write the Curriculum Vitae of Ms Julia Meintjies. Your teacher will revise the format with you, but make sure that you have also read the marking rubric below. You do not have all the information you need to write to complete her CV; however, you can be creative and fill in the missing information, especially the **Personal Details** section.

**TEACHER ASSESSMENT OF THE CURRICULUM VITAE
(20 MARKS)**

	0 - 1	2	3	4
Personal Details	Not included.	Inadequate as too much information is given or too much essential information has been omitted.	Some small gaps in information.	Includes all the essential information.
Work Experience	Not included.	Starts with first job. Missing dates. Missing details.	In the correct order from most recent to first job, but gives no details of duties or position.	Correct in all aspects.
Qualifications	Not included.	Starts with first qualification. Missing dates. Missing details. Missing names of institutions.	In the correct order from most recent to first qualification, but gives no details of subjects.	Correct in all aspects.
Referees	Not included.	Missing some details.	All details given, but relationship to applicant not indicated.	Correct in all aspects.
Formatting and Language	Totally incorrect OR Many spelling and/or punctuation errors.	Many errors in formatting. More than 2 spelling errors. Some punctuation errors.	Formatting mostly correct. No spelling mistakes. No more than 2 punctuation errors.	Formatting correct. No spelling or punctuation errors.

TOTAL FOR THE CURRICULUM VITAE	20
---------------------------------------	-----------

Total: 150 marks