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Province of the  
**EASTERN CAPE**  
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**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2012**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MARKING GUIDELINE**

**MARKS: 100**

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This marking guideline consists of 10 pages.

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## INSTRUCTIONS AND INFORMATION

This memorandum must be used in conjunction 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 respectively. Errors have to be indicated in your second reading.

### SECTION A: ESSAY

#### QUESTION 1

#### INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some of the ways in which the topics can be interpreted. Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 50 mark grid 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 MY MOMENT OF PAIN AND REGRET

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** leads to experience of pain and regret.
  - If **descriptive**, there must be a **vivid description** of an experience/incident.
  - If **reflective**, there must be a **personal account of thought processes and feelings** connected to pain and regret.

[50]

OR

1.2 ARE RURAL AREAS (SMALL TOWNS AND VILLAGES) LOSING TOO MANY YOUNG PEOPLE TO LARGE TOWNS AND CITIES? DISCUSS YOUR VIEWS.

- Discursive essay
- The essay must offer a balanced view of **both sides** of the argument.
- Opposing **views** must be presented **impartially**.

[50]

OR

1.3 THE DREAM I WANT TO PURSUE.

- Descriptive/Reflective essay
- The following must be considered:
  - If **descriptive**, there must be a clear description of what the dream is and how candidate intends to pursue/achieve the dream.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** about a dream/achievement the candidate wants to pursue/realise.

[50]

OR

1.4 IN DEFENCE OF WOMEN AND CHILDREN.

- Descriptive/Discursive/Reflective essay
  - If **descriptive**, there must be a **vivid description** of an experience/incident connected to defending women and children.
  - If **discursive**, the essay must offer a balanced view of **both sides** of the argument. Opposing **views** must be presented **impartially**.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** relating to the reason(s) for the defence of women and children.

[50]

OR

1.5 MY FAVOURITE SPORT AND WHY I LIKE IT

- Descriptive/Narrative/Reflective essay
  - If **descriptive**, there must be a **vivid description** of the candidate's favourite sport and motivation for favouring this sport.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place relative to the favourite sport and subsequent preference for the sport. There must be logical sequence of tense.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** triggered by the strong appeal to this sport.

[50]

OR

## 1.6 WHAT FREEDOM MEANS TO ME.

- Narrative/Descriptive/Reflective essay.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** illustrates the topic. There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of what freedom entails on a personal level.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the topic. [50]

OR

## 1.7 MY LOVE, MY LIFE.

- Narrative/Descriptive/Reflective essay.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** illustrates the topic. There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of what freedom entails on a personal level.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the topic. [50]

OR

## 1.8 INTERPRETATION OF PICTURES

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates should give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas may be explored in response to the pictures, among others: [50]

- 1.8.1
- social interpretations: e.g. sport and entertainment/building relationships/pursuing dreams/sport and healthy bodies etc.
  - economic interpretations: financial benefits/sport as an industry creating jobs/money pumped into sport, etc.
  - a more literal interpretation might include: rugby/rules of the game/sport injuries, etc.
  - Personal interpretation: favourite sport/favourite rugby team/favourite rugby player/a memorable game, etc.

OR

- 1.8.2
- social interpretations: benefits, disadvantages of cell phones/technology/dangers, benefits of social networking, etc.
  - economic interpretations: benefits of modern technology
  - a more literal interpretation might include: cell phone preferences, etc.

TOTAL SECTION A: 50

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 30 mark rubric to mark longer transactional pieces. The pieces 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 FORMAL LETTER**

- Letter should be addressed to The Director.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
- The following information should be included in the letter, **among others**:
  - The candidate should give thanks to company.
  - A clear indication about benefits computers have for school.

**[30]****OR****2.2 DIALOGUE**

NOTE:

- The correct dialogue format must be used:
  - The names of the characters on the left-hand side of the page.
  - A colon after the name of the speaker.
  - A new line to indicate each new speaker.
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
  - No inverted commas to be used.
- The following ideas may be explored, **among others**:
  - Changes to proposed school uniform must be clear.
  - Positive and/or negative opinions about the uniform changes may be expressed.

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

**2.3 FRIENDLY LETTER**

- Letter should be addressed to a friend in another village/town/city.
- Tone and register of the letter may be informal.
- The following aspects of format should be included:
  - Address of sender.
  - Date
  - Greeting/salutation.
  - Suitable ending.
- The following information should be included in the letter, **among others**:
  - The candidate should express opinion about friend's behaviour.
  - The candidate must also advise friend about possible consequences of his/her behaviour.

**[30]****OR****2.4 REVIEW**

- Review must be on a book.
- May be a setwork/prescribed book.
- Tone and register should be semi-formal/formal.
- The following aspects of format must be included:
  - Title of book.
  - Author
  - Theme
  - Setting
  - Characters
  - Plot (ending not to be revealed)
  - Recommendation.

**[30]****TOTAL SECTION B: 30**

**SECTION C: SHORTER TEXT  
(TRANSACTIONAL/REFERENCE/INFORMATIONAL)****QUESTION 3****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark rubric to mark the texts. The texts produced by the candidates must comply with the following criteria:
  - Content, planning and format = 13 marks
  - Language, style and editing = 7 marks

NOTE: No additional penalties may be imposed as the marking grid itself imposes penalties.

**3.1 INSTRUCTIONS**

- The contents of the instructions should relate to preparations for a tour.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and informative.
- Complete sentences are not necessary.

**[20]****OR****3.2 DIARY ENTRY**

- Tone and register may be informal, colloquial.
- The following should be included:
  - Reflection on matric dance that has taken place OR
  - Indication of expectations for matric dance yet to take place.
  - Date, day of entry.

**[20]****OR****3.3 FILING IN A FORM**

- Language, tone and register should be formal.
- Candidates must use the Application for a Bursary form provided in Addendum A.
- Candidates must complete ALL DETAILS requested on the form.
- Candidates must detach the form and hand it in with the rest of their answers.

**[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:<br/>Outstanding<br/>80-100%</b>                                                                                                                                                                                                                                                        | <b>Code 6:<br/>Meritorious<br/>70-79%</b>                                                                                                                                                                                                                                                                              | <b>Code 5:<br/>Substantial<br/>60-69%</b>                                                                                                                                                                                                                                       | <b>Code 4:<br/>Adequate<br/>50-59%</b>                                                                                                                                                                                                                                           | <b>Code 3:<br/>Moderate<br/>40-49%</b>                                                                                                                                                                                                                               | <b>Code 2:<br/>Elementary<br/>30-39%</b>                                                                                                                                             | <b>Code 1:<br/>Not achieved<br/>0-29%</b>                                                                                                                                                                             |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT &amp;<br/>PLANNING</b><br><br><b>32 MARKS</b>            | <b><u>26-32</u></b><br><br>-Content shows impressive insight into topic.<br>-Ideas thought-provoking, mature.<br>-Planning &/or drafting has produced a virtually flawless, presentable essay.                                                                                                    | <b><u>22½-25½</u></b><br><br>-Content shows thorough interpretation of topic.<br>-Ideas imaginative, interesting.<br>- Planning &/or drafting has produced a well-crafted & presentable essay.                                                                                                                         | <b><u>19½-22</u></b><br><br>-Content shows a sound interpretation of the topic.<br>-Ideas interesting, convincing.<br>- Planning &/or drafting has produced a presentable & very good essay.                                                                                    | <b><u>16-19</u></b><br><br>-Content an adequate interpretation of topic.<br>-Ideas ordinary, lacking depth.<br>- Planning &/or drafting has produced a satisfactorily presented essay.                                                                                           | <b><u>13-15½</u></b><br><br>-Content ordinary. Gaps in coherence.<br>-Ideas mostly relevant. Repetitive.<br>- Planning &/or drafting has produced a moderately presentable & coherent essay.                                                                         | <b><u>10-12½</u></b><br><br>-Content not always clear, lacks coherence.<br>-Few ideas, often repetitive.<br>-Inadequate evidence of planning/drafting. Essay not well presented.     | <b><u>0-9½</u></b><br><br>-Content irrelevant. No coherence.<br>-Ideas repetitive.<br>-Non-existent planning/drafting. Poorly presented essay.                                                                        |
| <b>LANGUAGE,<br/>STYLE &amp;<br/>EDITING</b><br><br><b>12 MARKS</b> | <b><u>10-12</u></b><br><br>-Critical awareness of impact of language.<br>-Language, punctuation effectively used. Uses figurative language.<br>-Choice of words highly appropriate.<br>-Style, tone, register highly suited to topic.<br>-Virtually error-free following proof-reading & editing. | <b><u>8½-9½</u></b><br><br>-Critical awareness of impact of language.<br>-Language, punctuation correct; able to include figurative language correctly.<br>-Choice of words varied & correctly used.<br>-Style, tone, register appropriately suited to topic.<br>-Largely error-free following proof-reading, editing. | <b><u>7½-8</u></b><br><br>-Critical awareness of language evident.<br>-Language & punctuation mostly correct.<br>-Choice of words suited to text.<br>-Style, tone, register suited to topic in most of the essay.<br>-By and large error-free following proof-reading, editing. | <b><u>6-7</u></b><br><br>-Some awareness of impact of language.<br>-Language simplistic, punctuation adequate.<br>-Choice of words adequate.<br>-Style, tone, register generally consistent with topic requirements.<br>-Still contains errors following proof-reading, editing. | <b><u>5-5½</u></b><br><br>-Limited critical language awareness.<br>-Language ordinary & punctuation often inaccurately used.<br>-Choice of words basic.<br>-Style, tone register lacking in coherence.<br>-Contains several errors following proof-reading, editing. | <b><u>4-4½</u></b><br><br>-Language & punctuation flawed.<br>-Choice of words limited.<br>-Style, tone, register inappropriate.<br>-Error-ridden despite proof-reading, editing.     | <b><u>0-3½</u></b><br><br>-Language & punctuation seriously flawed.<br>-Choice of words inappropriate.<br>-Style, tone, register flawed in all aspects.<br>-Error-ridden & confused following proof-reading, editing. |
| <b>STRUCTURE</b><br><br><b>6 MARKS</b>                              | <b><u>5-6</u></b><br><br>-Coherent development of topic. Vivid detail.<br>-Sentences, paragraphs coherently constructed.<br>-Length in accordance with requirements of topic.                                                                                                                     | <b><u>4½</u></b><br><br>-Logical development of details. Coherent.<br>-Sentences, paragraphs logical, varied.<br>-Length correct.                                                                                                                                                                                      | <b><u>4</u></b><br><br>-Several relevant details developed.<br>-Sentences, paragraphs well-constructed.<br>-Length almost correct.                                                                                                                                              | <b><u>3-3½</u></b><br><br>-Some points, necessary details developed.<br>-Sentences, paragraphing might be faulty in places but essay still makes sense.<br>-Length correct.                                                                                                      | <b><u>2½</u></b><br><br>-Some necessary points evident.<br>-Sentences, paragraphs faulty but ideas can be understood.<br>-Length - too long/short.                                                                                                                   | <b><u>2</u></b><br><br>-Sometimes off topic. General line of thought difficult to follow.<br>-Sentences, paragraphs constructed at an elementary level.<br>-Length - too long/short. | <b><u>0-1½</u></b><br><br>-Off topic.<br>-Sentences, paragraphs muddled, inconsistent.<br>Length - far too long/short.                                                                                                |

**SECTION B: RUBRIC FOR AS SESSING LONGER TRANSACTIONAL TEXTS - FIRST ADDITIONAL LANGUAGE (30 marks)**

|                                                                 | <b>Code 7:<br/>Outstanding<br/>80-100%</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Code 6:<br/>Meritorious<br/>70-79%</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Code 5:<br/>Substantial<br/>60-69%</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Code 4:<br/>Adequate<br/>50-59%</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Code 3:<br/>Moderate<br/>40-49%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Code 2:<br/>Elementary<br/>30-39%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Code 1:<br/>Not achieved<br/>0-29%</b>                                                                                                                                                                                                                                                                                                                                          |
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|                                                                 | <b><u>16-20</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b><u>14-15½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                       | <b><u>12-13½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b><u>10-11½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>8-9½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>6-7½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>0-5½</u></b>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>CONTENT,<br/>PLANNING &amp;<br/>FORMAT<br/><br/>20 MARKS</b> | <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 flawlessly presentable text.</li> <li>-Has applied all the necessary rules of format/outstanding.</li> </ul> | <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> | <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> | <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> | <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> | <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> | <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, too few details to support topic.</li> <li>-Planning/ drafting non-existent. Poorly presented text.</li> <li>-Has not applied the necessary rules of format.</li> </ul> |
|                                                                 | <b><u>8-10</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><u>7-7½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>6-6½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>5-5½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b><u>4-4½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>3-3½</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>0-2½</u></b>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>LANGUAGE,<br/>STYLE &amp;<br/>EDITING<br/><br/>10 MARKS</b>  | <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>                                                                                                             | <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>                                                                                                             | <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>                                                                                                 | <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>                                                                                                     | <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,</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 &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>                                                                                                              | <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 -

|                                                                      | <b>Code 7:<br/>Outstanding<br/>80-100%</b>                                                                                                                                                                                                                                                                                                                             | <b>Code 6:<br/>Meritorious<br/>70-79%</b>                                                                                                                                                                                                                                                                                                                | <b>Code 5:<br/>Substantial<br/>60-69%</b>                                                                                                                                                                                                                                                                                             | <b>Code 4:<br/>Adequate<br/>50-59%</b>                                                                                                                                                                                                                                                                                                                                 | <b>Code 3:<br/>Moderate<br/>40-49%</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Code 2:<br/>Elementary<br/>30-39%</b>                                                                                                                                                                                                                                                                                                                                                   | <b>Code 1:<br/>Not achieved<br/>0-29%</b>                                                                                                                                                                                                                                                                                     |
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| <b>CONTENT,<br/>PLANNING &amp;<br/>FORMAT</b><br><br><b>13 MARKS</b> | <u>10½-13</u><br>-Specialized knowledge of requirements of text.<br>-Disciplined writing – learner maintains thorough focus, no digressions.<br>-Text fully coherent in content & ideas, and all details support topic.<br>-Evidence of planning &/or drafting has produced a virtually flawless, presentable text.<br>-Has applied all the necessary rules of format. | <u>9½-10</u><br>-Good knowledge of requirements of text.<br>-Disciplined writing – learner maintains focus, hardly any digressions.<br>-Text is coherent in content & ideas with all details supporting the topic.<br>-Evidence of planning &/or drafting has produced a well-crafted & presentable text.<br>-Has applied the necessary rules of format. | <u>8-9</u><br>-Fair knowledge of requirements of the text.<br>-Writing – learner maintains focus, with minor digressions.<br>-Text is coherent in content & ideas, and details support topic.<br>-Evidence of planning &/or drafting has produced a presentable and good text.<br>-Has applied most of the necessary rules of format. | <u>6½-7½</u><br>-Adequate knowledge of requirements of text.<br>-Writing – learner digresses but does not impede overall meaning.<br>-Text adequately coherent in content & ideas and some details support topic.<br>-Evidence of planning &/or drafting has produced a satisfactorily presented text.<br>-Has applied an adequate idea of the requirements of format. | <u>5½-6</u><br>-Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.<br>-Writing – learner digresses, meaning vague in places.<br>-Text moderately coherent in content & ideas and has basic details which support the topic.<br>-Evidence of planning &/or drafting that has produced a moderately presentable & coherent text.<br>-Has a moderate idea of requirements of the format – some critical oversights. | <u>4-5</u><br>-Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.<br>-Writing – learner digresses, meaning obscure in places.<br>-Text not always coherent in content & ideas, and has few details which support topic.<br>-Planning/drafting inadequate. Text not well presented,<br>-Has vaguely applied the necessary rules of format. | <u>0-3½</u><br>-No knowledge of requirements of the text.<br>-Writing – learner digresses, meaning is obscure in places.<br>-Text not coherent in content & ideas and too few details to support the topic.<br>-Planning and drafting non-existent. Poorly presented text.<br>-Has not applied the necessary rules of format. |
| <b>LANGUAGE,<br/>STYLE &amp;<br/>EDITING</b><br><br><b>7 MARKS</b>   | <u>6-7</u><br>-Text is grammatically accurate and well-constructed.<br>-Vocabulary is very appropriate to purpose, audience and context.<br>-Style, tone, register very appropriate.<br>-Text virtually error-free following proof-reading and editing.<br>-Length correct.                                                                                            | <u>5-5½</u><br>-Text is well constructed and accurate.<br>-Vocabulary is mostly appropriate to purpose, audience and context.<br>-Style, tone and register mostly appropriate.<br>-Text largely error-free following proof-reading, editing.<br>-Length correct.                                                                                         | <u>4½</u><br>-Text is well constructed and easy to read.<br>-Vocabulary is very appropriate to purpose, audience and context.<br>-Style, tone, register generally appropriate.<br>-Text mostly error-free following proof-reading, editing.<br>-Length correct.                                                                       | <u>3½-4</u><br>-Text is adequately constructed. Errors do not impede flow.<br>-Vocabulary is adequate for purpose, audience & context.<br>-Style, tone and register adequately appropriate.<br>-Text still contains few errors following proof-reading, editing.<br>-Length almost correct.                                                                            | <u>3</u><br>-Text is basically constructed. Several errors.<br>-Vocabulary is limited and not very suitable for purpose, audience and context.<br>-Lapses in style, tone and register.<br>-Text contains several errors following proof-reading, editing.<br>-Length – too long/short.                                                                                                                                                                         | <u>2½</u><br>-Text is poorly constructed and difficult to follow.<br>-Vocabulary requires some remediation and not suitable for purpose, audience and context.<br>-Style, tone and register inappropriate.<br>-Text error-ridden despite proof-reading, editing.<br>-Length – too long/short.                                                                                              | <u>0-2</u><br>-Text is poorly constructed and muddled.<br>-Vocabulary requires serious remediation & not suitable for purpose.<br>-Style, tone & register do not correspond with topic<br>-Text error-ridden and confused following proof-reading, editing.<br>-Length – far too long/short.                                  |