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NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2018

PORTUGUESE FIRST ADDITIONAL LANGUAGE: PAPER III
MARKING GUIDELINES

Time: 2½ hours | 100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

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As Perguntas 1, 2 e 3 da Secção A, a Pergunta 4 da Secção B, e a Pergunta 5 da Secção C serão corrigidas de acordo com as grelhas de avaliação anexas.

		OUTSTANDING	MERITORIOUS	SUBSTANTIAL	ADEQUATE	MODERATE	ELEMENTARY	NOT ACHIEVED
FIRST ADDITIONAL LANGUAGE NSC **SECTION A: ESSAY** **50 MARKS**	**LANGUAGE**	• Language, punctuation effectively used. Uses figurative language appropriately. • Choice of own words highly appropriate. • Sentences, paragraphs coherently constructed. • Style, tone, register highly suited to topic. • Text virtually error-free following proofreading, editing. • Length in accordance with requirements of topic.	• Language, punctuation correct and able to include figurative language correctly. • Choice of words varied and correctly used. • Sentences, paragraphs logical, varied. • Style, tone, register appropriately suited to topic. • Text largely error-free following proofreading, editing. • Length correct.	• Language and punctuation mostly correct. • Choice of words suited to text. • Sentences, paragraphs well-constructed. • Style, tone, register suited to topic in most of the essay. • Text by and large error-free following proofreading, editing. • Length correct.	• Language simplistic, punctuation adequate. • Choice of words adequate. • Sentences, paragraphing might be faulty in places but essay still makes sense. • Style, tone, register generally consistent with topic requirements. • Text still contains errors, following proofreading, editing. • Length correct.	• Language ordinary and punctuation often inaccurately used. • Choice of words basic. • Sentences, paragraphs, faulty but ideas can be understood. • Style, tone, register lacking in coherence. • Text contains several errors following proofreading, editing. • Length: too long/ short.	• Language and punctuation flawed. • Choice of words limited. • Sentences, paragraphs constructed at an elementary level. • Style, tone, register inappropriate. • Text error-ridden despite proofreading, editing. • Length: too long/ short.	• Language and punctuation seriously flawed. • Choice of words inappropriate. • Sentences, paragraphs muddled, inconsistent. • Style, tone, register flawed in all aspects. • Text error-ridden and confused following proofreading, editing. • Length: far too long/ short.
CONTENT		**Code 7: 80–100%**	**Code 6: 70–79%**	**Code 5: 60–69%**	**Code 4: 50–59%**	**Code 3: 40–49%**	**Code 2: 30–39%**	**Code 1: 00–29%**
OUTSTANDING • Content shows impressive insight into topic. • Ideas: thought provoking, mature. • Coherent development of topic. Vivid detail. • Critical awareness of impact of language. • Evidence of planning and/or drafting has produced virtually flawless, presentable essay.	**Code 7: 80–100%**	**40–50**	**38–42**	**35–39**				

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MERITORIOUS • Content shows thorough interpretation of topic. • Ideas: imaginative, interesting. • Logical development of details. Coherent. • Critical awareness of impact of language. • Evidence of planning and/or drafting has produced a well-crafted, presentable essay.	**Code 6: 70–80%**	**37–42**	**35–39**	**33–37**	**30–34**			
SUBSTANTIAL • Content shows a sound interpretation of topic. • Ideas: interesting, convincing. • Several relevant details developed. • Critical awareness of language evident. • Evidence of planning and/or drafting has produced a presentable and very good essay.	**Code 5: 60–69%**	**35–39**	**33–37**	**30–34**	**28–32**	**25–29**		
ADEQUATE • Content: an adequate interpretation of topic. • Ideas: ordinary, lacking depth. • Some points, necessary details developed. • Some awareness of impact of language. • Evidence of planning and/or drafting has produced a satisfactorily	**Code 4: 50–59%**		**30–34**	**28–32**	**25–29**	**23–27**	**20–24**	

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MODERATE • Content: ordinary. Gaps in coherence. • Ideas: mostly relevant. Repetitive. • Some necessary points evident. • Limited critical language awareness. • Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.	**Code 3: 40–49%**			**25–29**	**23–27**	**20–24**	**18–22**	**15–19**
ELEMENTARY • Content: not always clear, lacks coherence. • Ideas: few ideas, often repetitive. • Sometimes off topic. General line of thought difficult to follow. • Inadequate evidence of planning/drafting. Essay not well presented.	**Code 2: 30–39%**				**20–24**	**18–22**	**15–19**	**03–17**
NOT ACHIEVED • Content: irrelevant. No coherence. • Ideas: repetitive, off topic. • Non-existent planning/drafting. Poorly presented essay.	**Code 1: 29%**					**15–19**	**03–17**	**00–14**

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		OUTSTANDING	MERITORIOUS	SUBSTANTIAL	ADEQUATE	MODERATE	ELEMENTARY	NOT ACHIEVED
FIRST ADDITIONAL LANGUAGE RUBRIC NSC **SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS** **SECTION C: SHORTER TRANSACTIONAL TEXTS REFERENCE/ INFORMATION/ VISUAL AND MULTI-MEDIA TEXTS 10 × 2 = MARKS**	**LANGUAGE**	• Has applied all the necessary rules of format. • Text is grammatically accurate and well-constructed. • Vocabulary is very appropriate to purpose, audience and context. • Style, tone, register very appropriate. • Text virtually error-free following proofreading, editing. • Length correct.	• Has applied the necessary rules of format. • Text is well-constructed and accurate. • Vocabulary is mostly appropriate to purpose, audience and context. • Style, tone and register mostly appropriate. • Text largely error-free following proofreading, editing. • Length correct.	• Has applied most of the necessary rules of format. • Text is well-constructed and easy to read. • Vocabulary is appropriate to purpose, audience and context. • Style, tone and register generally appropriate. • Text mostly error-free following proofreading, editing. • Length correct.	• Has applied an adequate idea of the requirements of format. • Text is adequately constructed. Errors do not impede flow. • Vocabulary is adequate for the purpose, audience and context. • Style, tone and register adequately appropriate. • Text still contains few errors following proofreading, editing. • Length correct.	• Has a moderate idea of the requirements of format–some critical oversights. • Text is basically constructed. Several errors. • Vocabulary requires remediation and not suitable for purpose, audience and context. • Lapses in style, tone and register. • Text contains several errors following proofreading, editing. • Length: too long/ short.	• Has vaguely applied the necessary rules of format. • Text is poorly constructed and difficult to follow. • Vocabulary requires remediation and not suitable for purpose, audience and context. • Style, tone and register inappropriate. • Text error-ridden despite proofreading, editing. • Length: too long/ short.	• Has not applied the necessary rules of format. • Text is poorly constructed and muddled. • Vocabulary requires serious remediation and not suitable for purpose. • Style, register and tone do not correspond with topic. • Text error-ridden and confused following proofreading, editing. • Length: far too long/ short.
CONTENT		**Code 7: 80–100%**	**Code 6: 70–79%**	**Code 5: 60–69%**	**Code 4: 50–59%**	**Code 3: 40–49%**	**Code 2: 30–39%**	**Code 1: 00–29%**
OUTSTANDING • Specialised knowledge of requirements of the text. • Disciplined writing–learner maintains thorough focus, no digressions. • Text fully coherent in content and ideas, and all details support the topic. • Evidence of planning and/or drafting has produced virtually flawless, presentable essay.	**Code 7: 80–100%**	**08–10** / **24–30**	**08** / **23–25**	**07–08** / **21–23**				

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MERITORIOUS • Good knowledge of requirements of the text. • Disciplined writing– learner maintains focus, hardly any digressions. • Text is coherent in content and ideas, with all details supporting the topic. • Evidence of planning and/or drafting has produced a well-crafted, presentable essay.	**Code 6: 70–80%**	**08** **23–25**	**07–08** **21–23**	**07** **20–22**	**06–07** **18–20**			
SUBSTANTIAL • Fair knowledge of requirements of the text. • Writing: learner maintains focus with minor digressions. • Text is coherent in content and ideas, and details support the topic. • Evidence of planning and/or drafting has produced a presentable and very good essay.	**Code 5: 60–69%**	**07–08** **21–23**	**07** **20–22**	**06–07** **18–20**	**06** **17–19**	**05–06** **15–17**		

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ADEQUATE • Adequate knowledge of requirements of the text. • Writing: learner digresses from topic but does not impede overall meaning. • Text adequately coherent in content and ideas and some details support the topic. • Evidence of planning and/or drafting has produced a satisfactorily presented essay.	**Code 4: 50–59%**		**16–07** **18–20**	**06** **17–19**	**05–06** **15–17**	**05** **14–16**	**04–05** **12–14**	
MODERATE • Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. • Writing: learner digresses, meaning is vague in places. • Text moderately coherent in content and ideas and has basic details which support the topic. • Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.	**Code 3: 40–49%**			**05–06** **14–17**	**05** **18–16**	**04–05** **12–14**	**04** **11–13**	**03–04** **09–11**

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ELEMENTARY • Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. • Writing: learner digresses, meaning is obscure in places. • Text not always coherent in content and ideas and has few details which support the topic. • Planning/drafting inadequate. Text not well presented.	**Code 2: 30–39%**				**04–05** **12–14**	**04** **11–13**	**03–04** **09–11**	**01–03** **02–10**
NOT ACHIEVED • No knowledge of requirements of the text. • Writing: learner digresses, meaning is obscure in places. • Text not coherent in content and ideas and too few details to support the topic. • Planning and drafting non-existant. Poorly presented text.	**Code 1: 29%**					**03–04** **09–11**	**01–02** **01–08**	**00–01** **00–03**

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