



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

## **GUIDELINES FOR THE SETTING OF EXAMINATION PAPERS IN LANGUAGES**

**HOME LANGUAGE**

**FIRST ADDITIONAL LANGUAGE**

**PAPER THREE**

**AND**

**SECOND ADDITIONAL LANGUAGE**

**PAPER TWO**

**This guideline consists of 19 pages.**

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## 1. INTRODUCTION:

These guidelines should be read in conjunction with the following policy documents (available at schools, district offices and on the website – [www.education.gov.za/www.thutong.org.za](http://www.education.gov.za/www.thutong.org.za)):

- *National Protocol on Assessment*
- *National Curriculum Statement*
- *Subject Assessment Guidelines (January 2008)*.

## 2. PURPOSE:

The purpose of these guidelines is to standardize the setting of examinations in all eleven official languages in respect of:

- Number of sections
- Length and type of texts
- Types and levels of questions
- Allocation of marks
- Marking memoranda/assessment rubrics.

## 3. FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPERS

### 3.1 COVER PAGE

The cover page must contain the following information:

- Subject, level and paper
- Time
- Marks
- Number of pages.

### 3.2 INSTRUCTIONS AND INFORMATION PAGE:

- This question paper consists of THREE SECTIONS:

#### **SECTION A: Essay**

**HL & FAL:** 50 marks

**SAL:** 40 marks

#### **SECTION B: Longer Transactional Text**

**HL & FAL:** 30 marks

**SAL:** 20 marks

#### **SECTION C: Shorter Text: Transactional/Reference/Informational**

**HL, FAL & SAL:** 20 marks

- Answer ONE question from EACH section.
- Write in the language in which you are being assessed.
- Start each section on a new page.
- You must plan (e.g. a mind map/diagram/flow chart/key words, etc.), edit and proof-read your work. The plan must appear BEFORE the essay.
- All planning must be clearly indicated as such. It is advisable to draw a line across all planning.
- **HL & FAL:** You are strongly advised to spend approximately 80 minutes on section A, 40 minutes on section B and 30 minutes on section C.  
**SAL:** You are strongly advised to spend approximately 60 minutes on section A, 30 minutes on section B and 30 minutes on section C.
- Number each response as the topics are numbered in the question paper.
- Give each response a suitable title/heading.  
NOTE: The title/heading must not be considered when doing a word count.
- Write neatly and legibly.

### 3.3 SECTION A: ESSAY

#### 3.3.1 ***Length of essay candidates will be required to write:***

**HL:** Disjunctive orthography: 400-450 words

Conjunctive orthography: 340-390 words

**FAL:** Disjunctive orthography: 250-300 words

Conjunctive orthography: 190-240 words

**SAL:** Disjunctive orthography: 200-250 words

Conjunctive orthography: 150-180 words

#### 3.3.2. ***Types of essays to be set:***

**HL:** Narrative, descriptive, reflective, argumentative, discursive and expository.

**FAL:** Narrative, descriptive, reflective, argumentative and discursive.

**SAL:** Narrative and descriptive.

**NOTE:** Do not prescribe what type of essay a candidate should write on a topic.

#### 3.3.3 ***Number of topics to be set:***

**HL & FAL:** **8 topics**, of which a minimum of **TWO** and a maximum of **THREE** should be visual stimuli.

**SAL:** **8 topics**, 4 of which should be visual stimuli.

#### 3.3.4 ***Wording of topics:***

Topics should be **concise** and in language that is **accessible** to candidates.

3.3.5 **Weighting and rubrics:**

Essays will be assessed on the following criteria:

CRITERIA	MARKS		
	HL	FAL	SAL
CONTENT & PLANNING	30	32	28
LANGUAGE, STYLE & EDITING	15	12	7
STRUCTURE	5	6	5
<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>40</b>

Use the rubrics in **Appendix A** to assess candidates' essays.

3.4 **SECTION B: LONGER TRANSACTIONAL TEXT**3.4.1 **Length of texts candidates will be required to write:**

**HL:** Disjunctive orthography: 180-200 words

Conjunctive orthography: 100-120 words

**FAL:** Disjunctive orthography: 120-150 words

Conjunctive orthography: 80-100 words

**SAL:** Disjunctive orthography: 80-100 words

Conjunctive orthography: 60-80 words

### 3.4.2 *Types of texts candidates will be required to write:*

(Refer to the SAG January 2008: HL – page 14; FAL -page 22 and SAL – page 30)

HL	FAL	SAL (P. 2)
Curriculum vitae/ Editorials/Brochures/Written interviews/Dialogues/Formal and informal letters to the press/Formal and informal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/Friendly letters/ Magazine articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Newspaper articles and columns/Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches.	Curriculum vitae/ Editorials/Brochures/Written interviews/Dialogues/Formal and informal letters to the press/Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Magazine articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Newspaper articles and columns/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches.	Dialogues/Formal and informal letters to the press/Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/Short reports (formal and informal)/ reviews.

### 3.4.3 *Number of topics to be set:*

**Four** from the table above. Visuals may only be used as supportive material.

NOTE: THE TYPE OF TEXT REQUIRED SHOULD BE CLEARLY INDICATED AS A HEADING.

### 3.4.4 *Wording of topics:*

Topics should be **concise** and in language that is **accessible** to candidates.

3.4.5 **Weighting and rubrics:**

Texts will be assessed on the following criteria:

CRITERIA	MARKS		
	HL	FAL	SAL
CONTENT, PLANNING & FORMAT	18	20	14
LANGUAGE, STYLE & EDITING	12	10	6
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>20</b>

**NOTE:** Various formats of transactional texts have been taught/are in current practice; therefore, this has to be considered when assessing format.

Use the rubrics in **Appendix B** to assess candidates' transactional texts.

### 3.5 SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENCE/ INFORMATIONAL

#### 3.5.1 **Length of texts candidates will be required to write:**

**HL:** Disjunctive orthography: 100-120 words  
Conjunctive orthography: 80-100 words

**FAL:** Disjunctive orthography: 80-100 words  
Conjunctive orthography: 60-80 words

**SAL:** Disjunctive orthography: 60-80 words  
Conjunctive orthography: 40-60 words



### 3.5.2 **Types of texts candidates will be required to write:**

(Refer to the SAG January 2008: HL – page 14; FAL - page 22 and SAL – page 30).

<b>HL</b>	<b>FAL</b>	<b>SAL</b>
Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/ Flyers/Posters	Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/	Advertisements/ Postcards/ Invitation cards/ Directions/ Instructions/ Flyers/ Posters

NOTE: THE TYPE OF TEXT REQUIRED SHOULD BE CLEARLY INDICATED AS A HEADING.

### 3.5.3 **Number of topics to be set:**

**Three** from the table above. Visuals may only be used as supportive material.

#### **NOTE:**

- Topics should be set in such a way that candidates will have the opportunity to write the required number of words.
- Candidates' responses should be limited to written texts only. NO MARKS ARE AWARDED FOR PICTURES, SKETCHES, etc.

### 3.5.4 **Wording of topics:**

Topics should be **concise** and in language that is **accessible** to candidates.

**3.5.5 Weighting and rubrics:**

Texts will be assessed on the following criteria:

CRITERIA	MARKS		
	HL	FAL	SAL
CONTENT, PLANNING & FORMAT	12	13	14
LANGUAGE, STYLE & EDITING	8	7	6
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>20</b>

**NOTE:** Various formats of transactional/informational/ reference texts have been taught/are in current practice; therefore, this has to be considered when assessing format.

Use the rubrics in **Appendix A** to assess candidates' transactional/reference/informational texts.

**APPENDIX A: ASSESSMENT RUBRICS FOR HOME LANGUAGE**

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT &amp; PLANNING  30 MARKS</b>	<b><u>24-30</u></b>  -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable essay.	<b><u>21-23½</u></b>  -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	<b><u>18-20½</u></b>  -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good essay.	<b><u>15-17½</u></b>  -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable essay.	<b><u>12-14½</u></b>  -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<b><u>9-11½</u></b>  -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	<b><u>0-8½</u></b>  -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING  15 MARKS</b>	<b><u>12-15</u></b>  -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<b><u>10½-11½</u></b>  -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<b><u>9-10</u></b>  -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	<b><u>7½-8½</u></b>  -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	<b><u>6-7</u></b>  -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<b><u>4½-5½</u></b>  -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<b><u>0-4</u></b>  -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
<b>STRUCTURE  5 MARKS</b>	<b><u>4-5</u></b>  -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	<b><u>3½</u></b>  -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<b><u>3</u></b>  -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	<b><u>2½</u></b>  -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<b><u>2</u></b>  -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length - too long/short.	<b><u>1½</u></b>  -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<b><u>0-1</u></b>  -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
	<b><u>14½-18</u></b>	<b><u>13-14</u></b>	<b><u>11-12½</u></b>	<b><u>9-10½</u></b>	<b><u>7½-8½</u></b>	<b><u>5½-7</u></b>	<b><u>0-5</u></b>
<b>CONTENT, PLANNING &amp; FORMAT  18 MARKS</b>	<ul style="list-style-type: none"> <li>-Extensive specialized knowledge of requirements of text.</li> <li>-Disciplined writing – maintains rigorous focus, no digressions.</li> <li>-Total coherence in content &amp; ideas, highly elaborated &amp; all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a flawlessly presentable text.</li> <li>-Highly appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>-Very good knowledge of requirements of text.</li> <li>-Disciplined writing – maintains focus, no digressions.</li> <li>-Coherent in content &amp; ideas, very well elaborated &amp; all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a well crafted &amp; presentable text.</li> <li>-Has applied the necessary rules of format very well.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-Writing – maintains focus, with minor digressions.</li> <li>-Mostly coherent in content &amp; ideas, elaborated &amp; most details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a presentable &amp; very good text.</li> <li>-Has applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – digresses but does not impede overall meaning.</li> <li>-Adequately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of requirements of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.</li> <li>-Writing – digresses, meaning vague in places.</li> <li>-Moderately coherent in content &amp; ideas, some details support 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 text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in places.</li> <li>-Not always coherent in content &amp; ideas, has few details which support topic.</li> <li>-Inadequate for home language level despite planning &amp;/or drafting. Text not well presented,</li> <li>-Has vaguely applied necessary rules of format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in places.</li> <li>-Not coherent in content &amp; ideas, has few details which support topic.</li> <li>-Inadequate planning/ drafting. Poorly presented text.</li> <li>-Has not applied necessary rules of format.</li> </ul>
	<b><u>10-12</u></b>	<b><u>8½-9½</u></b>	<b><u>7½-8</u></b>	<b><u>6-7</u></b>	<b><u>5-5½</u></b>	<b><u>4-4½</u></b>	<b><u>0-3½</u></b>
<b>LANGUAGE, STYLE &amp; EDITING  12 MARKS</b>	<ul style="list-style-type: none"> <li>-Grammatically accurate &amp; brilliantly constructed.</li> <li>-Vocabulary highly appropriate to purpose, audience &amp; context.</li> <li>-Style, tone, register highly appropriate.</li> <li>-Virtually error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Very well constructed &amp; accurate.</li> <li>-Vocabulary very appropriate to purpose, audience &amp; context.</li> <li>-Suitable style, tone, register considering demands of task.</li> <li>-Largely error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Well constructed &amp; easy to read.</li> <li>-Vocabulary appropriate to purpose, audience &amp; context.</li> <li>-Style, tone, register mostly appropriate.</li> <li>-Mostly error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience &amp; context.</li> <li>-Style, tone, register fairly appropriate.</li> <li>-A few errors following proof-reading &amp; editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Basically constructed. Several errors.</li> <li>-Vocabulary limited &amp; not very suitable for purpose, audience &amp; context.</li> <li>-Lapses in style tone &amp; register.</li> <li>-Several errors following proof-reading &amp; editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed &amp; difficult to follow.</li> <li>-Vocabulary requires some remediation &amp; not suitable for purpose, audience &amp; context.</li> <li>-Style, tone &amp; register inappropriate.</li> <li>-Error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed &amp; very difficult to follow.</li> <li>-Vocabulary requires serious remediation &amp; not suitable for purpose.</li> <li>-Style, tone &amp; register do not correspond with topic</li> <li>-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 -  
HOME LANGUAGE (20 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  12 MARKS</b>	<u>10-12</u>  -Extensive specialized knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format.	<u>8½-9½</u>  -Very good knowledge of requirements of text. -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well.	<u>7½-8</u>  -Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format.	<u>6-7</u>  -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<u>5-5½</u>  -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<u>4-4½</u>  -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented. -Has vaguely applied necessary rules of format .	<u>0-3½</u>  -No knowledge of requirements of text. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
<b>LANGUAGE, STYLE &amp; EDITING  8 MARKS</b>	<u>6½-8</u>  -Text grammatically accurate and brilliantly constructed. - Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proof reading. -Length correct.	<u>6</u>  -Text very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone & register considering demands of task. -Text largely error-free following proof-reading & editing. -Length correct.	<u>5½</u>  -Text well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Text mostly error-free following proof-reading & editing. -Length correct.	<u>4-4½</u>  -Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -Text still contains few errors following proof-reading & editing. -Length almost correct.	<u>3½</u>  -Text is basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style, tone & register. -Text contains several errors following proof-reading & editing. -Length – too long/short.	<u>2½-3</u>  -Text is poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	<u>0-2</u>  -Text is poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.

**APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE**

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50 marks)**

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

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

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
	<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, PLANNING &amp; FORMAT  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 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, STYLE &amp; EDITING  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 -  
FIRST ADDITIONAL LANGUAGE (20 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p><b>13 MARKS</b></p>	<p><b><u>10½-13</u></b></p> <ul style="list-style-type: none"> <li>-Specialized knowledge of requirements of text.</li> <li>-Disciplined writing – learner maintains thorough focus, no digressions.</li> <li>-Text fully coherent in content &amp; ideas, and all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a virtually flawless, presentable text.</li> <li>-Has applied all the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Good knowledge of requirements of 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 &amp; presentable text.</li> <li>-Has applied the necessary rules of format.</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 topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a presentable and good text.</li> <li>-Has applied most of the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – learner digresses but does not impede overall meaning.</li> <li>-Text adequately coherent in content &amp; ideas and some details support 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 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 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 that has produced a moderately presentable &amp; coherent text.</li> <li>-Has a moderate idea of requirements of the 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 obscure in places.</li> <li>-Text not always coherent in content &amp; ideas, and has few details which support topic.</li> <li>-Planning/drafting inadequate. 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 and too few details to support the topic.</li> <li>-Planning and drafting non-existent. Poorly presented topic.</li> <li>-Has not applied the necessary rules of format.</li> </ul>
	<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p><b>7 MARKS</b></p>	<p><b><u>6-7</u></b></p> <ul style="list-style-type: none"> <li>-Text is grammatically accurate and well constructed.</li> <li>-Vocabulary is very appropriate to purpose, audience and context.</li> <li>-Style, tone, register very appropriate.</li> <li>-Text virtually error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<p><b><u>5-5½</u></b></p> <ul style="list-style-type: none"> <li>-Text is well constructed and accurate.</li> <li>-Vocabulary is mostly appropriate to purpose, audience and 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>	<p><b><u>4½</u></b></p> <ul style="list-style-type: none"> <li>-Text is well constructed and easy to read.</li> <li>-Vocabulary is very appropriate to purpose, audience and context.</li> <li>-Style, tone, register generally appropriate.</li> <li>-Text mostly error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<p><b><u>3½-4</u></b></p> <ul style="list-style-type: none"> <li>-Text is adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary is adequate for purpose, audience &amp; context.</li> <li>-Style, tone and register adequately appropriate.</li> <li>-Text still contains few errors following proof-reading, editing.</li> <li>-Length almost correct.</li> </ul>	<p><b><u>3</u></b></p> <ul style="list-style-type: none"> <li>-Text is basically constructed. Several errors.</li> <li>-Vocabulary is limited and not very suitable for purpose, audience and context.</li> <li>-Lapses in style, tone and register.</li> <li>-Text contains several errors following proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<p><b><u>2½</u></b></p> <ul style="list-style-type: none"> <li>-Text is poorly constructed and difficult to follow.</li> <li>-Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>-Style, tone and register inappropriate.</li> <li>-Text error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>



**APPENDIX C: ASSESSMENT RUBRICS FOR SECOND ADDITIONAL LANGUAGE**

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY - SECOND ADDITIONAL LANGUAGE (40 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT &amp; PLANNING  28 MARKS</b>	<b><u>22½-28</u></b>  -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable essay.	<b><u>20-22</u></b>  -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a fairly presentable essay.	<b><u>17-19½</u></b>  -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a reasonably presentable essay.	<b><u>14-16½</u></b>  -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced an acceptably presentable essay for SAL.	<b><u>11½ -13½</u></b>  -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay for SAL.	<b><u>8½-11</u></b>  -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<b><u>0-8</u></b>  -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING  7 MARKS</b>	<b><u>6-7</u></b>  -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proof-reading & editing.	<b><u>5-5½</u></b>  -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proof-reading, editing.	<b><u>4½</u></b>  -Limited critical language awareness. -Language & punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate & suits topic requirements. -Reasonably error-free following proof-reading, editing.	<b><u>3½-4</u></b>  -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proof-reading, editing.	<b><u>3</u></b>  -Language limited & punctuation often inaccurately used. -Choice of words basic & limited. -Style lacking in coherence & not suited to topic. -Contains several errors following proof-reading, editing.	<b><u>2½</u></b>  -Language & punctuation seriously flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proof-reading, editing.	<b><u>0-2</u></b>  -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
<b>STRUCTURE  5 MARKS</b>	<b><u>4-5</u></b>  -Coherent development of topic. Vivid detail. -Sentences, paragraphs all appropriately constructed conveying meaning clearly. -Length correct.	<b><u>3½</u></b>  -Logical development of details. Coherent. -Sentences, paragraphs appropriately constructed & meaning is clear. -Length correct.	<b><u>3</u></b>  -Few relevant details developed. -Sentences, paragraphs reasonably constructed in most cases & meaning is quite clear. -Length almost correct.	<b><u>2½</u></b>  -Some points, necessary details mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length correct.	<b><u>2</u></b>  -Some necessary points evident. -Sentences, paragraphs faulty but overall meaning maintained. -Length - too long/short.	<b><u>1½</u></b>  -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs lack basic construction for meaning. -Length - too long/short.	<b><u>0-1</u></b>  -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS - SECOND ADDITIONAL LANGUAGE (20 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
	<b><u>11½-14</u></b>	<b><u>10-11</u></b>	<b><u>8½-9½</u></b>	<b><u>7-8</u></b>	<b><u>6-6½</u></b>	<b><u>4½-5½</u></b>	<b><u>0-4</u></b>
<b>CONTENT, PLANNING &amp; FORMAT  14 MARKS</b>	<ul style="list-style-type: none"> <li>-Very good knowledge of requirements of the text.</li> <li>-Learner maintains focus on topic, no digression.</li> <li>-Content and ideas coherent, text has details supporting the topic.</li> <li>-Evidence of planning and/or drafting has produced a very presentable text.</li> </ul>	<ul style="list-style-type: none"> <li>-Good knowledge of requirements of text.</li> <li>-Learner maintains focus, hardly any digressions</li> <li>-Text is fairly coherent in content and ideas, and topic has details supporting the text.</li> <li>-Evidence of planning and/or drafting has produced a fairly presentable and coherent text.</li> <li>-Has applied the necessary rules of format well.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-Learner maintains focus with minor digressions.</li> <li>-Text is reasonably coherent in content and ideas.</li> <li>Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.</li> <li>-Has applied most of the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – learner digresses but does not impede overall meaning.</li> <li>-Adequately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced an acceptable text for SAL.</li> <li>-Has adequately applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.</li> <li>-Writing – learner digresses, meaning vague in places.</li> <li>-Moderately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a moderately presentably text for SAL.</li> <li>-Has a moderate idea of requirements of format – some obvious oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – learner digresses, meaning obscure in many places.</li> <li>-Not always coherent in content &amp; ideas, has few details which support topic.</li> <li>-Limited evidence of planning and/or drafting. Text not well presented.</li> <li>-Has vaguely applied necessary rules of format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of text.</li> <li>-Writing – digresses, meaning obscure in most places.</li> <li>-Not coherent in content &amp; ideas, has very few details which support topic.</li> <li>-Inadequate planning and/or drafting. Very poorly presented text.</li> <li>-Has not applied necessary rules of format.</li> </ul>
	<b><u>5-6</u></b>	<b><u>4½</u></b>	<b><u>4</u></b>	<b><u>3-3½</u></b>	<b><u>2½</u></b>	<b><u>2</u></b>	<b><u>0-1½</u></b>
<b>LANGUAGE, STYLE &amp; EDITING  6 MARKS</b>	<ul style="list-style-type: none"> <li>- Has applied all the necessary rules of format.</li> <li>- Text is mostly grammatically accurate and well constructed.</li> <li>- Vocabulary mostly appropriate to purpose, audience and context.</li> <li>- Style mostly appropriate.</li> <li>- Text mostly error free following proof reading and editing.</li> <li>- Length is correct</li> </ul>	<ul style="list-style-type: none"> <li>-Well constructed &amp; fairly accurate.</li> <li>-Vocabulary is fairly appropriate to purpose, audience &amp; context.</li> <li>- Style mostly appropriate.</li> <li>-Text fairly error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Well constructed &amp; reasonable accurate.</li> <li>-Vocabulary reasonably appropriate to purpose, audience &amp; context.</li> <li>-Style reasonably appropriate.</li> <li>-Reasonably error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience &amp; context.</li> <li>-Style, fairly appropriate.</li> <li>-Still contains a fair number of errors following proof-reading &amp; editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Basically constructed. Several errors.</li> <li>-Vocabulary limited &amp; not very suitable for purpose, audience &amp; context.</li> <li>-Lapses in style.</li> <li>-Text contains a number of errors following proof-reading &amp; editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed &amp; difficult to follow.</li> <li>-Vocabulary requires some remediation &amp; not suitable for purpose, audience &amp; context.</li> <li>-Style hardly corresponds with topic</li> <li>-Mostly error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed &amp; very difficult to follow.</li> <li>-Vocabulary requires serious remediation &amp; not suitable for purpose.</li> <li>-Style does not correspond with topic</li> <li>-Error-ridden and very confusing following proof-reading, editing.</li> <li>-Length – far too long/short.</li> </ul>

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS -  
SECOND ADDITIONAL LANGUAGE (20 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p><b>14 MARKS</b></p>	<p><b><u>11½-14</u></b></p> <ul style="list-style-type: none"> <li>-Very good knowledge of requirements of the text.</li> <li>-Learner maintains focus on topic, no digression.</li> <li>-Content and ideas coherent, text has details supporting the topic.</li> <li>-evidence of planning and/or drafting has produced a very presentable text.</li> </ul>	<p><b><u>10-11</u></b></p> <ul style="list-style-type: none"> <li>-Good knowledge of requirements of text.</li> <li>-learner maintains focus, hardly any digressions</li> <li>-Text is fairly coherent in content and ideas, and topic has details supporting the text.</li> <li>-Evidence of planning and/or drafting has produced a fairly presentable and coherent text.</li> <li>-Has applied the necessary rules of format well.</li> </ul>	<p><b><u>8½-9½</u></b></p> <ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-learner maintains focus with minor digressions.</li> <li>-text is reasonably coherent in content and ideas.</li> <li>Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.</li> <li>-Has applied most of the necessary rules of format.</li> </ul>	<p><b><u>7-8</u></b></p> <ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – digresses but does not impede overall meaning.</li> <li>-Adequately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced an acceptable text for SAL.</li> <li>-Has adequately applied the necessary rules of format.</li> </ul>	<p><b><u>6-6½</u></b></p> <ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.</li> <li>-Writing – digresses, meaning vague in places.</li> <li>-Moderately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a moderately presentable text for SAL.</li> <li>-Has a moderate idea of requirements of format – some obvious oversights.</li> </ul>	<p><b><u>4½-5½</u></b></p> <ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in many places.</li> <li>-Not always coherent in content &amp; ideas, has few details which support topic.</li> <li>-Limited evidence of planning and/or drafting. Text not well presented.</li> <li>-Has vaguely applied necessary rules of format – some critical oversights.</li> </ul>	<p><b><u>0-4</u></b></p> <ul style="list-style-type: none"> <li>-No knowledge of requirements of text. Response to writing task reveals a very limited focus.</li> <li>-Writing – digresses, meaning obscure in most places.</li> <li>-Not coherent in content &amp; ideas, has very few details which support topic.</li> <li>-Inadequate planning and/or drafting. Very poorly presented text.</li> <li>-Has not applied necessary rules of format.</li> </ul>
	<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p><b>6 MARKS</b></p>	<p><b><u>5-6</u></b></p> <ul style="list-style-type: none"> <li>- Has applied all the necessary rules of format.</li> <li>- Text is mostly grammatically accurate and well constructed.</li> <li>- Vocabulary mostly appropriate to purpose, audience and context.</li> <li>- Style mostly appropriate.</li> <li>- Text mostly error free following proof reading and editing.</li> <li>- Length is correct</li> </ul>	<p><b><u>4½</u></b></p> <ul style="list-style-type: none"> <li>-Well constructed &amp; fairly accurate.</li> <li>-Vocabulary is fairly appropriate to purpose, audience &amp; context.</li> <li>- Style mostly appropriate.</li> <li>-Text fairly error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<p><b><u>4</u></b></p> <ul style="list-style-type: none"> <li>-Well constructed &amp; reasonable accurate.</li> <li>-Vocabulary reasonably appropriate to purpose, audience &amp; context.</li> <li>-Style reasonably appropriate.</li> <li>-Reasonably error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>	<p><b><u>3-3½</u></b></p> <ul style="list-style-type: none"> <li>-Adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience &amp; context.</li> <li>-Style, fairly appropriate.</li> <li>-Still contains a fair number of errors following proof-reading &amp; editing.</li> <li>-Length almost correct.</li> </ul>	<p><b><u>2½</u></b></p> <ul style="list-style-type: none"> <li>-Basically constructed. Several errors.</li> <li>-Vocabulary limited &amp; not very suitable for purpose, audience &amp; context.</li> <li>-Lapses in style.</li> <li>-Text contains a number of errors following proof-reading &amp; editing.</li> <li>-Length – too long/short.</li> </ul>	<p><b><u>2</u></b></p> <ul style="list-style-type: none"> <li>-Poorly constructed &amp; difficult to follow.</li> <li>-Vocabulary requires some remediation &amp; not suitable for purpose, audience &amp; context.</li> <li>-Style hardly corresponds with topic</li> <li>-Mostly error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>

