

**NOTE:**

- Always use the rubric when marking the creative essay (Paper 2, SECTION A).
- Marks from 0–40 have been divided into FIVE level descriptors.
- The first TWO of the five level descriptors are divided into an upper and a lower level subcategory with the applicable mark range and descriptors.

**ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>24 MARKS</b>	Upper level	<b>22–24</b>	<b>18–19</b>	<b>12–14</b>	<b>8–11</b>	<b>0–7</b>
		-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	-Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ ending			
	Lower level	<b>20–21</b>	<b>15–17</b>			
		-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ ending	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion			

**ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS] (continued)**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling</p> <p><b>12 MARKS</b></p>	<p><b>9–12</b></p> <p>-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted</p>	<p><b>7–8</b></p> <p>-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted</p>	<p><b>5–6</b></p> <p>-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices</p>	<p><b>3–4</b></p> <p>-Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary</p>	<p><b>0–2</b></p> <p>-Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible</p>
<p><b>STRUCTURE</b></p> <p>Features of text; Paragraph development and sentence construction</p> <p><b>4 MARKS</b></p>	<p><b>4</b></p> <p>-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed</p>	<p><b>3</b></p> <p>-Logical development of details -Coherent -Sentences, paragraphs logical, varied</p>	<p><b>2</b></p> <p>-Relevant details developed -Sentences, paragraphs well constructed -Essay still makes some sense</p>	<p><b>1</b></p> <p>-Some valid points -Sentences and paragraphs faulty -Essay still makes sense</p>	<p><b>0</b></p> <p>-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense</p>
<b>MARK RANGE</b>	<b>32–40</b>	<b>24–31</b>	<b>20–23</b>	<b>12–19</b>	<b>0–11</b>

**ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL TEXT – SECOND ADDITIONAL LANGUAGE [20 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p><b>12 MARKS</b></p>	<p><b>9–12</b></p> <ul style="list-style-type: none"> <li>-Outstanding response beyond normal expectations</li> <li>-Intelligent and mature ideas</li> <li>-Extensive knowledge of features of the type of text</li> <li>-Writing maintains focus</li> <li>-Coherence in content and ideas</li> <li>-Highly elaborated and all details support the topic</li> <li>-Appropriate and accurate format</li> </ul>	<p><b>7–8</b></p> <ul style="list-style-type: none"> <li>-Very good response demonstrating good knowledge of features of the type of text</li> <li>-Maintains focus – no digressions</li> <li>-Coherent in content and ideas, very well elaborated and details support topic</li> <li>-Appropriate format with minor inaccuracies</li> </ul>	<p><b>5–6</b></p> <ul style="list-style-type: none"> <li>-Adequate response demonstrating knowledge of features of the type of text</li> <li>-Not completely focused – some digressions</li> <li>-Reasonably coherent in content and ideas</li> <li>-Some details support the topic</li> <li>-Generally appropriate format but with some inaccuracies</li> </ul>	<p><b>3–4</b></p> <ul style="list-style-type: none"> <li>-Basic response demonstrating some knowledge of features of the type of text</li> <li>-Some focus but writing digresses</li> <li>-Not always coherent in content and ideas</li> <li>-Few details support the topic</li> <li>-Necessary rules of format vaguely applied</li> <li>-Some critical oversights</li> </ul>	<p><b>0–2</b></p> <ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning is obscure with major digressions</li> <li>-Not coherent in content and ideas</li> <li>-Very few details support the topic</li> <li>-Necessary rules of format not applied</li> </ul>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>8 MARKS</b></p>	<p><b>7–8</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well constructed</li> <li>-Virtually error-free</li> </ul>	<p><b>5–6</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>-Generally grammatically accurate and well constructed</li> <li>-Very good vocabulary</li> <li>-Mostly free of errors</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>-Some grammatical errors</li> <li>-Adequate vocabulary</li> <li>-Errors do not impede meaning</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>-Inaccurate grammar with numerous errors</li> <li>-Limited vocabulary</li> <li>-Meaning obscured</li> </ul>	<p><b>0–2</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</li> <li>-Error-ridden and confused</li> <li>-Vocabulary not suitable for purpose</li> <li>-Meaning seriously impaired</li> </ul>
<b>MARK RANGE</b>	<b>16–20</b>	<b>13–15</b>	<b>9–12</b>	<b>6–8</b>	<b>0–5</b>