SENIOR PHASE

GRADE 9

NOVEMBER 2019

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE**

MARKS: 30

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE (20 MARKS)

CRITERIA	5 EXCEPTIONAL	4 SKILFUL	3 MODERATE	2 ELEMENTARY	1 INADEQUATE
Marks	**9-10**	**7-8**	**5-6**	**3-4**	**1–2**
CONTENTANDPLANNING **(10 MARKS)** Response and ideas; Organisation of ideas for planning; Awareness of purpose, audience and context	- Outstanding response to topic. - Ideas exceptionally creative/interesting/ mature. - Excellent planning and drafting improves essay - introduction, body, and conclusion/ending.	- Very well-crafted response. - Fully relevant and interesting ideas with evidence of maturity. - Good planning and drafting improves essay - introduction, body, and conclusion/ending.	- Satisfactory response - Ideas are reasonably coherent and convincing - Satisfactory planning and drafting improves essay- introduction, body, and conclusion/ending.	- Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence.	- Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
Marks	**5**	**4**	**3**	**2**	**1**
LANGUAGE, STYLE AND EDITING **(5 MARKS)** Tone, register, style, Vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, Punctuation, Grammar, spelling	- Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	- Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted.	- Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	- Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	- Language incomprehensible - Vocabulary limitations so extreme as to make comprehension impossible.
Marks	**5**	**4**	**3**	**2**	**1**
STRUCTURE **(5 MARKS)** Features of text; Paragraph development and sentence construction	- Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed.	- Logical development of details. - Coherent - Sentences, paragraphs logical, varied.	- Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes some sense.	- Some valid points - Sentences and paragraphs faulty. - Essay still makes sense.	- Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.

SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE (10 MARKS)

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
Marks	**5**	**4**	**3**	**2**	**1**
CONTENT, PLANNING AND FORMAT (5 MARKS) - Response and ideas - Organisation of ideas and planning - Purpose, audience, features/conventions and context	- Outstanding response. - Intelligent and mature ideas. - Extensive knowledge of features of the type of text. - Writing maintains focus. - Coherence in content and ideas. - Highly elaborated and all details support topic. - Appropriate and accurate format.	- Very good response. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies.	- Adequate response. - Not completely focused. - Some digressions. - Reasonably coherent in content and ideas. - Some details support the topic. - Generally appropriate format but with some inaccuracies.	- Basic response. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format. - Some critical oversights.	- Response reveals no knowledge of features of this type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few ideas support the topic. - Has not applied necessary rules of format.
Marks	**5**	**4**	**3**	**2**	**1**
LANGUAGE, STYLE AND EDITING (5 MARKS) - Tone, register, style, purpose/effect, audience and context - Language use and conventions - Word choice - Punctuation and spelling	- Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free.	- Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Generally grammatically accurate and well-constructed. - Mostly good vocabulary. - Mostly error-free.	- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning.	- Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured.	- Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confusing. - Vocabulary not suitable for purpose. - Meaning seriously impaired.