

| | | <u>Outstanding</u> | <u>Meritorious</u> | <u>Substantial</u> | <u>Adequate</u> | <u>Moderate</u> | <u>Elementary</u> | <u>Not achieved</u> |
|--|------------------------|---|--|--|--|---|---|---|
| ENGLISH FIRST ADDITIONAL LANGUAGE RUBRIC NSC SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS | LANGUAGE | <ul style="list-style-type: none"> - 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 proof-reading, editing. - Length correct. | <ul style="list-style-type: none"> - 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 proof-reading, editing. - Length correct. | <ul style="list-style-type: none"> - 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 proof-reading, editing. - Length correct | <ul style="list-style-type: none"> - 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 proof-reading, editing. - Length correct | <ul style="list-style-type: none"> - Has a moderate idea of the requirements of format - some critical oversights. - Text is basically constructed. Several errors. - Vocabulary is limited and not very suitable for the purpose, audience and context. - Lapses in style, tone and register. - Text contains several errors following proof-reading, editing. - Length – too long / short | <ul style="list-style-type: none"> - 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 proof-reading, editing. - Length – too long / short | <ul style="list-style-type: none"> - 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 proof-reading, editing. - Length – far too long / short |
| <u>CONTENT</u> | | 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% |
| <u>Outstanding</u> - Specialized 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 a virtually flawless, presentable text. | Code 7: 80-100% | 24 - 30 | 23 - 25 | 21 – 23 | | | | |
| <u>Meritorious</u> - 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 text. | Code 6: 70-79% | 23 - 25 | 21 – 23 | 20 - 22 | 18 – 20 | | | |
| <u>Substantial</u> - 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 good text. | Code 5: 60-69% | 21 - 23 | 20 - 22 | 18 - 20 | 17 – 19 | 15 – 17 | | |

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| <p><u>Adequate</u></p> <ul style="list-style-type: none"> - 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 text. | Code 4: 50-59% | | 18 - 20 | 17 - 19 | 15 – 17 | 14 – 16 | 12 – 14 | |
| <p><u>Moderate</u></p> <ul style="list-style-type: none"> - 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 text. | Code 3: 40-49% | | | 15 - 17 | 14 – 16 | 12 - 14 | 11 – 13 | 09 – 11 |
| <p><u>Elementary</u></p> <ul style="list-style-type: none"> -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% | | | | 12 - 14 | 11 -1 3 | 09 – 11 | 02 – 10 |
| <p><u>Not achieved</u></p> <ul style="list-style-type: none"> - 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-existent. Poorly presented text. | Code 1: 00-29% | | | | | 09 - 11 | 02 – 10 | 00 – 08 |