

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<b>ENGLISH FIRST ADDITIONAL LANGUAGE RUBRIC NSC</b>  <b>SECTION A: ESSAY</b>  <b>50 MARKS</b>	<b>LANGUAGE</b>	- Language, punctuation effectively used. Uses figurative language appropriately. - Choice of words highly appropriate. - Sentences, paragraphs coherently constructed. - Style, tone, register highly suited to topic. - Text virtually error-free following proof-reading, 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 proof-reading, 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 proof-reading, 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 proof-reading, 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 proof-reading, 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 proof-reading, 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 proof-reading, editing. - Length – far too long / short
<b><u>CONTENT</u></b>		<b>Code 7: 80 – 100%</b>	<b>Code 6: 70 – 79%</b>	<b>Code 5: 60 – 69%</b>	<b>Code 4: 50 – 59%</b>	<b>Code 3: 40 – 49%</b>	<b>Code 2: 30 – 39%</b>	<b>Code 1: 00 – 29%</b>
<b><u>Outstanding</u></b> - 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.	<b>Code 7 80-100%</b>	<b>40 - 50</b>	<b>38 – 42</b>	<b>35 – 39</b>				
<b><u>Meritorious</u></b> - 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.	<b>Code 6 70-79%</b>	<b>38 – 42</b>	<b>35 – 39</b>	<b>33 – 37</b>	<b>30 – 34</b>			
<b><u>Substantial</u></b> - 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.	<b>Code 5 60-69%</b>	<b>35 – 39</b>	<b>33 – 37</b>	<b>30 – 34</b>	<b>28 – 32</b>	<b>25 - 29</b>		
<b><u>Adequate</u></b> - 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 presented essay.	<b>Code 4 50-59%</b>		<b>30 – 34</b>	<b>28 – 32</b>	<b>25 – 29</b>	<b>23 – 27</b>	<b>20 – 24</b>	
<b><u>Moderate</u></b> - 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.	<b>Code 3 40-49%</b>			<b>25 – 29</b>	<b>23 – 27</b>	<b>20 – 24</b>	<b>18 – 22</b>	<b>15 – 19</b>
<b><u>Elementary</u></b> - 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.	<b>Code 2 30-39%</b>				<b>20 – 24</b>	<b>18 – 22</b>	<b>15 – 19</b>	<b>03 – 17</b>
<b><u>Not Achieved</u></b> - Content irrelevant. No coherence. - Ideas: repetitive, off topic. - Non-existent planning/drafting. Poorly presented essay.	<b>Code 1 00-29%</b>					<b>15 – 19</b>	<b>03 – 17</b>	<b>00 – 14</b>