

| <b>ENGLISH HOME<br/>LANGUAGE<br/>RUBRIC<br/>NSC</b><br><br><b>SECTION B:<br/>LONGER<br/>TRANSACTIONAL<br/>TEXTS</b><br><br><b>30 MARKS</b> | <b>LANGUAGE</b>        | <b>Outstanding</b>   | <b>Meritorious</b>   | <b>Substantial</b>  | <b>Adequate</b>  | <b>Moderate</b>   | <b>Elementary</b>  | <b>Not achieved</b>  |
|--|------------------------|--|--|---|--|---|--|--|
|  |                        | <ul style="list-style-type: none"> <li>- Has produced a highly appropriate format</li> <li>- Text is grammatically accurate and brilliantly constructed.</li> <li>- Vocabulary is highly appropriate to purpose, audience and context.</li> <li>- Style, tone, register highly appropriate.</li> <li>- Text virtually error-free following proof-reading, editing.</li> <li>- Length correct.</li> </ul>   | <ul style="list-style-type: none"> <li>- Has applied the necessary rules of format very well.</li> <li>- Text is very well constructed and accurate.</li> <li>- Vocabulary is very appropriate to purpose, audience and context</li> <li>- Style, tone and register mostly appropriate considering the demands of the task.</li> <li>- Text largely error-free following proof-reading, editing.</li> <li>- Length correct.</li> </ul>   | <ul style="list-style-type: none"> <li>- Has applied the necessary rules of format.</li> <li>- Text is well constructed and easy to read.</li> <li>- Vocabulary is appropriate to purpose, audience and context.</li> <li>- Style, tone and 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>- Has applied an adequate idea of the requirements of format.</li> <li>- Text is adequately constructed. Errors do not impede flow.</li> <li>- Vocabulary is adequate for the purpose, audience and context.</li> <li>- Style, tone and register adequately appropriate.</li> <li>- Text still contains few errors following proof-reading, editing.</li> <li>- Length correct</li> </ul> | <ul style="list-style-type: none"> <li>- Has a moderate idea of the requirements of format - some critical oversights.</li> <li>- Text is basically constructed. Several errors.</li> <li>- Vocabulary is limited and not very suitable for the 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> | <ul style="list-style-type: none"> <li>- Has vaguely applied the necessary rules of format.</li> <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> | <ul style="list-style-type: none"> <li>- Has not applied the necessary rules of format.</li> <li>- Text is poorly constructed and very difficult to follow.</li> <li>- Vocabulary requires serious remediation and not suitable for purpose..</li> <li>- Style, register and tone 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> |
|  |                        | <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>Outstanding</b><br><ul style="list-style-type: none"> <li>- Extensive specialized knowledge of requirements of the text.</li> <li>- Exhibits a profound awareness of wider contexts in writing (portfolio).</li> <li>- Disciplined writing - learner maintains rigorous focus, no digressions.</li> <li>- Total coherence in content and ideas, highly elaborated and all details support the topic.</li> <li>- Evidence of planning and/or drafting has produced a flawlessly presentable text.</li> </ul> | <b>Meritorious</b><br><ul style="list-style-type: none"> <li>- Very good knowledge of requirements of the text.</li> <li>- Exhibits a broad awareness of wider contexts in writing tasks (portfolio).</li> <li>- Disciplined writing – learner maintains focus, no digressions.</li> <li>- Text is coherent in content and ideas, very well elaborated and all details support the topic.</li> <li>- Evidence of planning and/or drafting has produced a well crafted and presentable text.</li> </ul> | <b>Substantial</b><br><ul style="list-style-type: none"> <li>- Fair knowledge of requirements of the text.</li> <li>- Exhibits general awareness of wider contexts in writing tasks (portfolio).</li> <li>- Writing – learner maintains focus with minor digressions.</li> <li>- Text is mostly coherent in content and ideas, elaborated and most details support the topic.</li> <li>- Evidence of planning and/or drafting has produced a presentable and very good text.</li> </ul> |  |   |  |  |
|  | <b>Code 7: 80-100%</b> | <b>24 - 30</b>   | <b>23 - 25</b>   | <b>21 – 23</b>  |  |   |  |  |
|  | <b>Code 6: 70-79%</b>  | <b>23 - 25</b>   | <b>21 – 23</b>   | <b>20 - 22</b>  | <b>18 – 20</b>   |   |  |  |
|  | <b>Code 5: 60-69%</b>  | <b>21 - 23</b>   | <b>20 - 22</b>   | <b>18 - 20</b>  | <b>17 – 19</b>   | <b>15 – 17</b>  |  |  |

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|--|----------------|--|---------|---------|---------|---------|---------|---------|
| <p><b><u>Adequate</u></b></p> <ul style="list-style-type: none"> <li>- Adequate knowledge of requirements of the text.</li> <li>- Exhibits some awareness of wider contexts in writing tasks (portfolio).</li> <li>- Writing – learner digresses but does not impede overall meaning.</li> <li>- Text adequately coherent in content and ideas, has some details which support the topic.</li> <li>- Evidence of planning and/or drafting has produced a satisfactorily presented text.</li> </ul>   | Code 4: 50-59% |  | 18 - 20 | 17 - 19 | 15 – 17 | 14 – 16 | 12 – 14 |         |
| <p><b><u>Moderate</u></b></p> <ul style="list-style-type: none"> <li>- Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>- Exhibits rather limited knowledge of wider contexts in writing tasks (portfolio)</li> <li>- Writing – learner digresses, meaning is vague in places.</li> <li>- Text moderately coherent in content and ideas. Has some details which support the topic.</li> <li>- Evidence of planning and/or drafting that has produced a moderately presentable and coherent text.</li> </ul> | Code 3: 40-49% |  |         | 15 - 17 | 14 – 16 | 12 - 14 | 11 – 13 | 09 – 11 |
| <p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>- Exhibits limited knowledge of wider contexts in writing tasks (portfolio)</li> <li>- Writing – learner digresses, meaning is obscure in places.</li> <li>- Text not always coherent in content and ideas. Has few details which support the topic.</li> <li>- Inadequate for home language level despite planning/drafting. Text not well presented.</li> </ul>               | Code 2: 30-39% |  |         |         | 12 - 14 | 11 - 13 | 09 – 11 | 02 – 10 |
| <p><b><u>Not achieved</u></b></p> <ul style="list-style-type: none"> <li>- No knowledge of requirements of the text.</li> <li>- Exhibits no knowledge of wider contexts in writing tasks (portfolio)</li> <li>- Writing – learner digresses, meaning is obscure in places.</li> <li>- Text not coherent in content and ideas. Has few details which support the topic.</li> <li>- Inadequate planning/drafting. Poorly presented text.</li> </ul>  | Code 1: 00-29% |  |         |         |         | 09 - 11 | 02 – 10 | 00 – 08 |