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GRADE 9

NOVEMBER 2018

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINES**

MARKS: 45

This marking guideline consists of 3 pages.

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE (30 MARKS)

CRITERIA	5 EXCEPTIONAL	4 SKILFUL	3 MODERATE	2 ELEMENTARY	1 INADEQUATE
Marks	13–15	10–12	7–9	4–6	1–3
CONTENT AND PLANNING (15 MARKS) Response and ideas; Organisation of ideas for planning; Awareness of purpose, audience and context	<ul style="list-style-type: none"> - Outstanding response to topic. - Ideas exceptionally creative/interesting/mature. - Excellent planning and drafting improves essay- introduction, body, and conclusion/ending. 	<ul style="list-style-type: none"> - Very well-crafted response. - Fully relevant and interesting ideas with evidence of maturity. - Excellent planning and drafting improves essay- introduction, body, and conclusion/ending. 	<ul style="list-style-type: none"> - Satisfactory response - Ideas are reasonably coherent and convincing - Excellent planning and drafting improves essay- introduction, body, and conclusion/ending. 	<ul style="list-style-type: none"> - Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence. 	<ul style="list-style-type: none"> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
Marks	9–10	7–8	5–6	3–4	0–2
LANGUAGE, STYLE AND EDITING (10 MARKS) Tone, register, style, Vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, Punctuation, Grammar, spelling	<ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted. 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary. 	<ul style="list-style-type: none"> - Language incomprehensible - Vocabulary limitations so extreme as to make comprehension impossible.
Marks	5	4	3	2	1
STRUCTURE (4 MARKS) Features of text; Paragraph development and sentence construction	<ul style="list-style-type: none"> - Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed. 	<ul style="list-style-type: none"> - Logical development of details. - Coherent - Sentences, paragraphs logical, varied. 	<ul style="list-style-type: none"> - Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes some sense. 	<ul style="list-style-type: none"> - Some valid points - Sentences and paragraphs faulty. - Essay still makes sense. 	<ul style="list-style-type: none"> - Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.
MARK RANGE	27–30	21–24	15–18	9–12	1–6

SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE (15 MARKS)

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
Marks	9–10	7–8	5–6	3–4	1–2
CONTENT, PLANNING AND FORMAT (10 MARKS) <ul style="list-style-type: none"> - Response and ideas - Organisation of ideas and planning - Purpose, audience, features/conventions and context 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Very good response. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and detailssupport topic. - Appropriate format with minor inaccuracies. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - Tone, register, style, purpose/effect, audience andcontext - Language use and conventions - Word choice - Punctuation and spelling 	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Generally grammatically accurate and well-constructed. - Mostly good vocabulary. - Mostly error-free. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured. 	<ul style="list-style-type: none"> - 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.
MARK RANGE	14–15	11–12	8–9	4–6	0–3