



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR PHASE**

**GRADE 9**

**NOVEMBER 2017**

**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)**

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

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

<b>CRITERIA</b>	<b>EXCEPTIONAL</b>	<b>SKILLFUL</b>	<b>MODERATE</b>	<b>ELEMENTARY</b>	<b>INADEQUATE</b>
<b>Marks</b>	<b>9–10</b>	<b>7–8</b>	<b>5–6</b>	<b>3–4</b>	<b>1–2</b>
<p><b>CONTENT, PLANNING AND FORMAT (10 MARKS)</b></p> <ul style="list-style-type: none"> <li>- Response and ideas</li> <li>- Organisation of ideas and planning</li> <li>- Purpose, audience, features/conventions and context</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding response.</li> <li>- Intelligent and mature ideas.</li> <li>- Extensive knowledge of features of the type of text.</li> <li>- Writing maintains focus.</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support topic.</li> <li>- Appropriate and accurate format.</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response.</li> <li>- Not completely focused.</li> <li>- Some digressions.</li> <li>- Reasonably coherent in content and ideas.</li> <li>- Some details support the topic.</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas. Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format.</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of this type of text.</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few ideas support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>Marks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>LANGUAGE, STYLE AND EDITING (5 MARKS)</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style, purpose/effect, audience and context</li> <li>- Language use and conventions</li> <li>- Word choice</li> <li>- Punctuation and spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed.</li> <li>- Virtually error-free.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Generally grammatically accurate and well-constructed.</li> <li>- Mostly good vocabulary.</li> <li>- Mostly error-free.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors.</li> <li>- Adequate vocabulary.</li> <li>- Errors do not impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Inaccurate grammar with numerous errors.</li> <li>- Limited vocabulary.</li> <li>- Meaning is obscured.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confusing.</li> <li>- Vocabulary not suitable for purpose.</li> <li>- Meaning seriously impaired.</li> </ul>
<b>MARK RANGE</b>	<b>14–15</b>	<b>11–12</b>	<b>8–9</b>	<b>4–6</b>	<b>0–3</b>