NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2012

PORTUGUESE HOME LANGUAGE: PAPER III
MARKING GUIDELINES

Time: 2½ hours | Marks: 100

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

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		OUTSTANDING	MERITORIOUS	SUBSTANTIAL	ADEQUATE	MODERATE	ELEMENTARY	NOT ACHIEVED
HOME LANGUAGE RUBRIC **SECTION A: ESSAY** **50 MARKS**	**LANGUAGE**	• Language, punctuation effectively used. • Uses highly appropriate figurative language appropriately. • Choice of words exceptional and mature. • Sentences, paragraphs brilliantly consctructed. • 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 use appropriate figurative language. • Choice of words varied and creative. • Sentences, paragraphs logical, varied. • Style, tone, register appropriately suited to topic. • Text largely error-free following proofreading, editing. • Length correct.	• Language and punctuation mostly correct. • Choice of words suited to text. • Sentences, paragraphs well constructed. • Style, tone, register suited to topic. • Text mostly error-free following proofreading, editing. • Length correct.	• Language simplistic, punctuation adequate. • Choice of words adequate. • Sentenced, paragraphing might be faulty in places but essay still makes sense. • Style, tone, register generally consistent with topic requirements. • Text still contains few errors, following proof-reading, editing. • Length correct.	• Language mediocre and punctuation often inaccurately used. • Choice of words basic. • Sentences, paragraphs faulty, but essay still makes sense. • 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.
CONTENT		**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%**
OUTSTANDING • Content exceptional, highly original. • Ideas: thought-provoking, mature. • Coherent development of topic. Vivid exceptional detail. • Critical awareness of impact of language. • Evidence of planning and/or drafting has produced flawlessly presentable essay.	**Code 7: 80 – 100%**	**40 – 50**	**38 – 42**	**35 – 39**				

MERITORIOUS • Content commendable, original. • 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.	**Code 6: 70 – 80%**	**38 – 42**	**35 – 39**	**33 – 37**	**30 – 34**			
SUBSTANTIAL • Content sound, reasonably coherent. • 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.	**Code 5: 60 – 69%**	**35 – 39**	**33 – 37**	**30 – 34**	**28 – 32**	**25 – 29**		
ADEQUATE • Content appropriate, adequately coherent. • Ideas: interesting, adequately original. • Some points, necessary details developed. • Some awareness of impact of language. • Evidence of planning and/or drafting has produced a satisfactorily presented essay.	**Code 4: 50 - 59%**		**30 – 34**	**28 – 32**	**25 – 29**	**23 – 27**	**20 – 24**	

MODERATE • Content mediocre, ordinary. Gaps in coherence. • Ideas: mostly relevant. Limited originality. • Most necessary points evident. • Limited critical language awareness. • Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.	**Code 3: 40 – 49%**			**25 – 29**	**23 – 27**	**20 – 24**	**18 – 22**	**15 – 19**
ELEMENTARY • Content not always clear, lacks coherence. • Ideas: few ideas, often repetitive. • Sometimes off topic but general line of thought can be followed. • Inadequate for home language level despite planning/ drafting. Essay not well presented.	**Code 2: 30 – 39%**				**20 – 24**	**18 – 22**	**15 – 19**	**03 – 17**
NOT ACHIEVED • Content largely irrelevant. No coherence. • Ideas: tedious, repetitive, off topic. • Inadequate planning/ drafting. Poorly presented essay.	**Code 1: 29%**					**15 – 19**	**03 – 17**	**00 – 14**

		OUTSTANDING	MERITORIOUS	SUBSTANTIAL	ADEQUATE	MODERATE	ELEMENTARY	NOT ACHIEVED
HOME LANGUAGE RUBRIC NSC **SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS**	**LANGUAGE**	• Has produced a highly appropriate format. • Text is grammatically accurate and brilliantly constructed. • Vocabulary is highly appropriate to purpose, audience and context. • Style, tone, register highly appropriate. • Text virtually error-free following proof-reading, editing. • Length correct.	• Has applied the necessary rules of format very well. • Text is very well constructed and accurate. • Vocabulary is very appropriate to purpose, audience and context. • Suitable style, tone and register considering the demands of the task. • Text largely error-free following proofreading, editing. • Length correct.	• Has applied 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 mostly appropriate. • Text mostly error-free following proofreading, editing. • Length correct.	• 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 fairly appropriate. • Text still contains few errors following proof-reading, editing. • Length correct.	• 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.	• Has vaguely applied the necessary rules of format. • Text is poorly constructed and difficult to follow. • Vocabulary requires some 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.	• Has not applied the necessary rules of format. • Text is poorly constructed and very difficult to follow. • 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.
CONTENT		**7**	**6**	**5**	**4**	**3**	**2**	**1**
OUTSTANDING • Extensive specialised knowledge of requirements of the text. • Exhibits a profound awareness of wider contexts in writing (portfolio). • Disciplined writing – learner maintains rigorous focus, no digressions. • Total coherence in content and ideas, highly elaborated and all details support the topic. • Evidence of planning and/or drafting has produced a flawlessly presentable essay.	**Code 7: 80 – 100%**	**24 – 30**	**23 – 25**	**21 – 23**				

MERITORIOUS • Very good knowledge of requirements of the text. • Exhibits a broad awareness of wider contexts in writing tasks (portfolio). • Disciplined writing – learner maintains focus, no digressions. • Text is coherent in content and ideas, very well elaborated and all details support the topic. • Evidence of planning and/or drafting has produced a well crafted and presentable essay.	**Code 6: 70 – 80%**	**23 – 25**	**21 – 23**	**20 – 22**	**18 – 20**			
SUBSTANTIAL • Fair knowledge of requirements of the text. • Exhibits general awareness of wider contexts in writing tasks (portfolio). • Writing – learner maintains focus with minor digressions. • Text is mostly coherent in content and ideas, elaborated and most details support the topic. • Evidence of planning and/or drafting has produced a presentable and very good text.	**Code 5: 60 – 69%**	**21 – 23**	**20 – 22**	**18 – 20**	**17 – 19**	**15 – 17**		

ADEQUATE • Adequate knowledge of requirements of the text. • Exhibits some awareness of wider contexts in writing tasks (portfolio). • 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 essay.	**Code 4: 50 – 59%**		**18 – 20**	**17 – 19**	**15 – 17**	**14 – 16**	**12 – 14**	
MODERATE • Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. • Exhibits rather limited knowledge of wider contexts in writing tasks (portfolio). • Writing – learner digresses, meaning is vague in places. • Text moderately coherent in content and ideas. Has some details which support the topic. • Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.	**Code 3: 40 – 49%**			**15 – 17**	**14 – 16**	**12 – 14**	**11 – 13**	**09 – 11**

ELEMENTARY • Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. • Exhibits limited knowledge of wider contexts in writing tasks (portfolio). • Writing – learner digresses, meaning is obscure in places. • Text not always coherent in content and ideas and has few details which support the topic. • Inadequate for home language level despite planning/ drafting. Text not well presented.	**Code 2: 30 – 39%**				**12 – 14**	**11 – 13**	**09 – 11**	**02 – 10**
NOT ACHIEVED • No knowledge of requirements of the text. • Exhibits no knowledge of wider contexts in writing tasks (portfolio). • Writing – learner digresses, meaning is obscure in places. • Text not coherent in content and ideas. Has few details which support the topic. • Inadequate planning/ drafting. Poorly presented text.	**Code 1: 29%**					**09 – 11**	**02 – 10**	**00 – 08**

		OUTSTANDING	MERITORIOUS	SUBSTANTIAL	ADEQUATE	MODERATE	ELEMENTARY	NOT ACHIEVED
HOME LANGUAGE RUBRIC NSC **SECTION C: SHORTER TRANSACTIONAL TEXTS REFERENCE/ INFORMATIONAL/ VISUAL AND MULTI-MEDIA** **10 × 2 = 20 MARKS**	**LANGUAGE**	• Has produced a highly appropriate format. • Text is grammatically accurate and brilliantly constructed. • Vocabulary is highly appropriate to purpose, audience and context. • Style, tone, register highly appropriate. • Text virtually error-free following proof-reading, editing. • Length correct.	• Has applied the necessary rules of format very well. • Text is very well constructed and accurate. • Vocabulary is very appropriate to purpose, audience and context. • Suitable style, tone and register considering the demands of the task. • Text largely error-free following proofreading, editing. • Length correct.	• Has applied 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 mostly appropriate. • Text mostly error-free following proofreading, editing. • Length correct.	• 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 fairly appropriate. • Text still contains few errors following proof-reading, editing. • Length correct.	• 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.	• Has vaguely applied the necessary rules of format. • Text is poorly constructed and difficult to follow. • Vocabulary requires some 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.	• Has not applied the necessary rules of format. • Text is poorly constructed and very difficult to follow. • 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.
CONTENT		**7**	**6**	**5**	**4**	**3**	**2**	**1**
OUTSTANDING • Extensive specialised knowledge of requirements of the text. • Exhibits a profound awareness of wider contexts in writing (portfolio). • Disciplined writing – learner maintains rigorous focus, no digressions. • Total coherence in content and ideas, highly elaborated and all details support the topic. • Evidence of planning and/or drafting has produced a flawlessly presentable essay.	**Code 7: 80 – 100%**	**08 – 10**	**08**	**07 – 08**				

MERITORIOUS • Very good knowledge of requirements of the text. • Exhibits a broad awareness of wider contexts in writing tasks (portfolio). • Disciplined writing – learner maintains focus, no digressions. • Text is coherent in content and ideas, very well elaborated and all details support the topic. • Evidence of planning and/or drafting has produced a well crafted and presentable essay.	**Code 6: 70 – 80%**	**08**	**07 – 08**	**07**	**06 – 07**			
SUBSTANTIAL • Fair knowledge of requirements of the text. • Exhibits general awareness of wider contexts in writing tasks (portfolio). • Writing – learner maintains focus with minor digressions. • Text is mostly coherent in content and ideas, elaborated and most details support the topic. • Evidence of planning and/or drafting has produced a presentable and very good text.	**Code 5: 60 – 69%**	**07 – 08**	**07**	**06 – 07**	**06**	**05 – 06**		

ADEQUATE • Adequate knowledge of requirements of the text. • Exhibits some awareness of wider contexts in writing tasks (portfolio). • 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 essay.	**Code 4: 50 – 59%**		**06 – 07**	**06**	**05 – 06**	**05**	**04 – 05**	
MODERATE • Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. • Exhibits rather limited knowledge of wider contexts in writing tasks (portfolio). • Writing – learner digresses, meaning is vague in places. • Text moderately coherent in content and ideas. Has some details which support the topic. • Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.	**Code 3: 40 – 49%**			**05 – 06**	**05**	**04 – 05**	**04**	**03 – 04**

ELEMENTARY • Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. • Exhibits limited knowledge of wider contexts in writing tasks (portfolio). • Writing – learner digresses, meaning is obscure in places. • Text not always coherent in content and ideas and has few details which support the topic. • Inadequate for home language level despite planning/ drafting. Text not well presented.	**Code 2: 30 – 39%**				**04 – 05**	**04**	**03 – 04**	**01 – 03**
NOT ACHIEVED • No knowledge of requirements of the text. • Exhibits no knowledge of wider contexts in writing tasks (portfolio). • Writing – learner digresses, meaning is obscure in places. • Text not coherent in content and ideas. Has few details which support the topic. • Inadequate planning/ drafting. Poorly presented text.	**Code 1: 29%**					**03 – 04**	**01 – 03**	**00 – 01**

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