

Grade 8 English Home Language Worksheet

Creative writing using aural and visual prompts

ACTIVITY 1

Plan and write a paragraph of approximately 50 words on one of the following topics:

- Describe the sound of a plane flying overhead.
- Describe a flower which you know well. Name the flower.

Think about the following:

- how long the paragraph must be
- the topic sentence
- where the topic sentence will be placed
- links between sentences

Your plan and your mind map will be assessed by your teacher.

Checklist for mind map for a paragraph

The learner has	✓	✗
chosen a suitable topic for the centre of the mind map		
drawn only one line from the topic (one line = one paragraph)		
developed the paragraph using key words/phrases		
The ideas are organised around the one line		
The ideas are linked to each other logically		
There are sufficient ideas for a paragraph in the branch		
used one colour only		

Rubric to assess Creative Writing Home language

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT & PLANNING 30 MARKS	24-30 -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable paragraph.	21-23½ -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable paragraph.	18-20½ -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good paragraph.	15-17½ -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory,	12-14½ -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately	9-11½ -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Paragraph not well presented.	0-8½ -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented paragraph.

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				presentable paragraph.	presentable & coherent paragraph.		
LANGUAGE, STYLE & EDITING 15 MARKS	<u>12-15</u> -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<u>10½-11½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>9-10</u> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	<u>7½-8½</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	<u>6-7</u> -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<u>4½-5½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0-4</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUC-TURE 5 MARKS	<u>4-5</u> -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraph brilliantly constructed. -Length in accordance with requirements of topic.	<u>3½</u> -Logical development of details. Coherent. -Sentences, paragraph logical, varied. -Length correct.	<u>3</u> -Several relevant details developed. -Sentences, paragraph well constructed. -Length correct.	<u>2½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length almost correct.	<u>2</u> -Most necessary points evident. -Sentences, paragraph faulty but paragraph still makes sense. -Length - too long/short.	<u>1½</u> -Sometimes off topic but general line of thought can be followed. -Sentences, paragraph constructed at an elementary level. -Length - too long/short.	<u>0-1</u> -Off topic. -Sentences, paragraph muddled, inconsistent. Length - far too long/short.

ACTIVITY 2

Plan and write a paragraph of approximately 80 words on ONE of the following topics:

- How to change a light bulb.
- The best of Maths.

Think about the following:

- how long the paragraph must be
- the topic sentence
- where the topic sentence will be placed
- links between sentences

Your plan (mind map) and the paragraph will be assessed by your teacher.

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Checklist for mind map for a paragraph

The learner has	✓	✗
chosen a suitable topic for the centre of the mind map		
drawn only one line from the topic (one line = one paragraph)		
developed the paragraph using key words/phrases		
The ideas are organised around the one line		
The ideas are linked to each other logically		
There are sufficient ideas for a paragraph in the branch		
used one colour only		

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CONTENT & PLANNING 30 MARKS	24-30 -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable paragraph.	21-23½ -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable paragraph.	18-20½ -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good paragraph.	15-17½ -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable paragraph.	12-14½ -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent paragraph.	9-11½ -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Paragraph not well presented.	0-8½ -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented paragraph.
LANGUAGE, STYLE & EDITING 15 MARKS	12-15 -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	10½-11½ -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	9-10 -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	7½-8½ -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	6-7 -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	4½-5½ -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	0-4 -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUC-TURE	4-5	3½	3	2½	2	1½	0-1

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5 MARKS	-Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraph brilliantly constructed. -Length in accordance with requirements of topic.	-Logical development of details. Coherent. -Sentences, paragraph logical, varied. -Length correct.	-Several relevant details developed. -Sentences, paragraph well constructed. -Length correct.	-Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length almost correct.	-Most necessary points evident. -Sentences, paragraph faulty but paragraph still makes sense. -Length - too long/short.	-Sometimes off topic but general line of thought can be followed. -Sentences, paragraph constructed at an elementary level. -Length - too long/short.	-Off topic. -Sentences, paragraph muddled, inconsistent. Length - far too long/short.
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ACTIVITY 3

Plan and write a paragraph of approximately 100 words on ONE of the following topics.

- Use the topic as the topic sentence.
- Put the topic sentence at the beginning of the paragraph.

4.14.1 As Philip approached the classroom, he saw Robyn.

4.14.2 Judy opened her suitcase and began to pack.

Think about the following:

- how long the paragraph must be
- links between sentences

Your plan (mind map) and the paragraph will be assessed by your teacher.

Checklist for mind map for a paragraph

The learner has	✓	✗
chosen a suitable topic for the centre of the mind map		
drawn only one line from the topic (one line = one paragraph)		
developed the paragraph using key words/phrases		
The ideas are organised around the one line		
The ideas are linked to each other logically		
There are sufficient ideas for a paragraph in the branch		
used one colour only		

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	-Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable paragraph.	-Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable paragraph.	-Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good paragraph.	coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable paragraph.	in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent paragraph.	-Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Paragraph not well presented.	coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented paragraph.
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STRUC-TURE 5 MARKS	4-5 -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraph brilliantly constructed. -Length in accordance with requirements of topic.	3½ -Logical development of details. Coherent. -Sentences, paragraph logical, varied. -Length correct.	3 -Several relevant details developed. -Sentences, paragraph well constructed. -Length correct.	2½ -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length almost correct.	2 -Most necessary points evident. -Sentences, paragraph faulty but paragraph still makes sense. -Length - too long/short.	1½ -Sometimes off topic but general line of thought can be followed. -Sentences, paragraph constructed at an elementary level. -Length - too long/short.	0-1 -Off topic. -Sentences, paragraph muddled, inconsistent. Length - far too long/short.

ACTIVITY 4

Plan three paragraphs on the following topic.

- one paragraph must be short (50-60 words)
- one paragraph must be of medium length (80 words)
- one paragraph must be long (100 words)

TOPIC: I wish ...

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Think about the following:

- how long each paragraph must be
- the topic sentence for each paragraph
- where the topic sentences will be placed in each paragraph
- links between sentences
- unity of paragraph structure
- which one will be the introductory paragraph
- which one will be the concluding paragraph

Checklist for mind map for a paragraph

The learner has	✓	✗
chosen a suitable topic for the centre of the mind map		
drawn only one line from the topic (one line = one paragraph)		
developed the paragraph using key words/phrases		
The ideas are organised around the one line		
The ideas are linked to each other logically		
There are sufficient ideas for a paragraph in the branch		
used one colour only		

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LANGUAGE, STYLE & EDITING 15 MARKS	<u>12-15</u> -Critical awareness of impact of language. -Language, punctuation effectively used.	<u>10½-11½</u> -Critical awareness of impact of language. -Language, punctuation	<u>9-10</u> -Critical awareness of language evident. -Language & punctuation mostly correct.	<u>7½-8½</u> -Some awareness of impact of language. -Language simplistic,	<u>6-7</u> -Limited critical language awareness. -Language mediocre,	<u>4½-5½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone,	<u>0-4</u> -Language & punctuation seriously flawed. -Choice of words

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	-Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	-Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	register inappropriate. -Error-ridden despite proof-reading, editing.	inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUC-TURE 5 MARKS	4-5 -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	3½ -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	3 -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	2½ -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length almost correct.	2 -Most necessary points evident. -Sentences, paragraphs faulty but paragraph still makes sense. -Length - too long/short.	1½ -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	0-1 -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

Suggested Solutions

ACTIVITY 1

Describe the sound of a plane flying overhead.

Above me, the plane drones. I notice that it is one of those old planes from the First or Second World War. It seems to move slowly, agonizingly purring across the sky. The propellers whirr almost visibly and the rushing sound reminds me of a labouring truck struggling to climb to the top of a small hill. (57 words)

This is a short paragraph because the learner wants to focus on one idea: the plane has to make an effort to move. The topic sentence is the first one. It is placed at the beginning of the paragraph. The paragraph is slightly longer than asked for, but the learner has structured the paragraph well, and should not be penalised for 7 extra words. This would be given a 5 for structure: it is coherent, the sentences are all linked and the focus is clear.

NOTE: learners do NOT have to count the exact number of words. They must approximate the number of words they use, from knowing how many words they get on a line. Learners do not have to write the number of words at the end of the paragraph. Teachers are experienced enough to evaluate length quickly.

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ACTIVITY 2

How to change a light bulb

Changing a lightbulb might be a little more challenging than one would think. Firstly, remove the old lightbulb to check whether it has a screw or bayonet fixture. There is nothing more frustrating than removing all the packaging, climbing up the ladder and discovering that one has the wrong type of bulb. The ladder is the second important item. Do not stand on wobbly chairs or potentially collapsing tables. Fetch the ladder. Once equipped with the right bulb, replace the old one carefully and return the ladder to its rightful place. Voila! 92 words

This is slightly on the long side but is humorous and cheerful and should be given credit for not being stodgy and plodding. Give it a 5 for structure: the topic sentence is clearly the first one, all the sentences hang together, and there is a lightness of touch.

ACTIVITY 3

Judy opened her suitcase and began to pack. She had already put her shoes into a plastic bag, so she laid them on the bottom, next to the romantic paperback and her hairbrush. She crammed three pairs of socks and a scarf down the sides, and turned to the bigger items. Her tops and two pairs of jeans, one black and one blue, came next, with two jerseys, a beanie and her toilet bag. She had a separate toilet bag for makeup and medicine. She thought she needed an alarm clock – who else would wake her up? – and she pressed this into the far corner. (105 words)

The learner has written enough words. The topic sentence comes first and all the sentences are linked to it. The writing is not very exciting, but there are some details and a few personal touches. This deserves a 5 for structure, or, if you are being very strict, a 4.

ACTIVITY 4

This task brings the lessons so far to their culmination: the learners have practised writing sentences, then topic sentences, then three paragraphs of varied length. Now they put it all together to create an essay of three paragraphs, of about 200-250 words, which is where you want the Grade 8s to be. It is a good idea to focus on this length of between 200 and 300 words for the rest of the year. Learners need to be disciplined in their writing and realise that writing a short effective essay is extremely challenging. They must eliminate waffle and rambling distractions, and focus on the topic. Every word must count; every sentence must be considered.

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SAMPLE ESSAY

I wish ...

I wish for a past I cannot now change, a future I do not think I will ever see, and a present that was better than the one I am in now.

I wonder how my relationship with my brother became so troubled. When we were small we got on so well, even when he bit and sucked the wheels off my cars. We'd dress up as the Two Musketeers or Armed Bears, and challenge the world. We measured out the size of whales with string and poured fake blood onto our arms and legs. Then things changed. I changed. I became so critical, so destructive, so superior. If he said that he would alter genes so that foetal alcohol syndrome could be prevented, I pointed out to him how impossible it was. If he said he could fix the TV set, I crushed his enthusiasm. No wonder he became hostile.

Even my present and my future do not satisfy me. I don't know what I want to do after matric: take a gap year? Work in IT for Sean? Go down to Durban to join Carol in producing TV programmes? Study in Pretoria? Visit Richard in London? The present is equally displeasing. High school is not all that everyone promised. I battle my way through hemispheres, find ways of saving electricity dull, yawn over Hitler and racism; even PE doesn't bring relief from stress.

I wish ...

[238 words]

NOTE: learners do NOT have to count the exact number of words. They must approximate the number of words they use, from knowing how many words they get on a line. Learners do not have to write the number of words at the end of the essay. Teachers are experienced enough to evaluate length quickly.

Rubric to assess Creative Writing Home language (50 Marks)

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	-Planning &/or drafting has produced a flawlessly presentable essay.	interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	- Planning &/or drafting has produced a presentable & good essay.	interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable essay.	relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent essay.	-Inadequate for home language level despite planning/drafting. Essay not well presented.	tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING 15 MARKS	<u>12-15</u> -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<u>10½-11½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>9-10</u> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	<u>7½-8½</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	<u>6-7</u> -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<u>4½-5½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0-4</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
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You need to assess the essay using the whole grid.

Content and Planning: this is a clearly structured essay:

Introductory paragraph: past, future and present outlined briefly.

Paragraph 2: past

Paragraph 3: present and future

Last paragraph: just the two words of the topic

The learner has grouped the ideas around a topic sentence in each paragraph. The sentences are varied and so are the paragraphs, in accordance with the instructions.

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The ideas are sincere and heartfelt, although you might feel that the expression lacks sparkle and originality.

The categories where this essay falls have been highlighted in red.

Final verdict: $23 \times 11\frac{1}{2} \times 4 = 37\frac{1}{2} = 38$ which seems right – not quite an A but very close.

Appendix of Assessment Tools

Checklist for mind map for a paragraph

The learner has	✓	✗
chosen a suitable topic for the centre of the mind map		
drawn only one line from the topic (one line = one paragraph)		
developed the paragraph using key words/phrases		
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	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieve 0-29%
CONTENT & PLANNING 30 MARKS	<u>24-30</u> -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable paragraph.	<u>21-23½</u> -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable paragraph.	<u>18-20½</u> -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good paragraph.	<u>15-17½</u> -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable paragraph.	<u>12-14½</u> -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent paragraph.	<u>9-11½</u> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Paragraph not well presented.	<u>0-8½</u> -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented paragraph.
LANGUAGE, STYLE & EDITING 15 MARKS	<u>12-15</u> -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional,	<u>10½-11½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative.	<u>9-10</u> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic.	<u>7½-8½</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate.	<u>6-7</u> -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of	<u>4½-5½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0-4</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects.

Grade 8 English Home Language Worksheet

	mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	-Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	-Mostly error-free following proof-reading, editing.	-Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.		-Error-ridden & confused following proof-reading, editing.
STRUC-TURE 5 MARKS	<u>4-5</u> -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraph brilliantly constructed. -Length in accordance with requirements of topic.	<u>3½</u> -Logical development of details. Coherent. -Sentences, paragraph logical, varied. -Length correct.	<u>3</u> -Several relevant details developed. -Sentences, paragraph well constructed. -Length correct.	<u>2½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length almost correct.	<u>2</u> -Most necessary points evident. -Sentences, paragraph faulty but paragraph still makes sense. -Length - too long/short.	<u>1½</u> -Sometimes off topic but general line of thought can be followed. -Sentences, paragraph constructed at an elementary level. -Length - too long/short.	<u>0-1</u> -Off topic. -Sentences, paragraph muddled, inconsistent. Length - far too long/short.