

### Creative writing using aural and visual prompts

### **ACTIVITY 1**

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

- 1. Describe the sound of a plane flying overhead.
- 2. 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		

	Code 7:	Code 6:	Code 5:	Code 4:	Code 3:	Code 2:	Code 1:
	Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieve
	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
CONTENT &	<u>24-30</u>	21-231/2	18-20½	<u>15-17½</u>	12-141/2	<u>9-11½</u>	0-81/2
PLANNING	-Content	-Content	-Content sound,	-Content	-Content	-Content not	-Content
30 MARKS	outstanding, highly	meritorious,	reasonably	appropriate,	mediocre,	always clear, lacks	largely
	original.	original.	coherent.	adequately	ordinary. Gaps	coherence.	irrelevant. N
	-Ideas thought-	-Ideas	-Ideas interesting,	coherent.	in coherence.	-Few ideas, often	coherence.
	provoking, mature.	imaginative,	convincing.	-Ideas	-Ideas mostly	repetitive.	-Ideas
	-Planning &/or	interesting.	- Planning &/or	interesting,	relevant.	-Inadequate for	tedious,
	drafting has	- Planning &/or	drafting has	adequately	Limited	home language	repetitive.
	produced a	drafting has	produced a	original.	originality.	level despite	-Inadequate
	flawlessly	produced a well-	presentable &	- Planning &/or	- Planning	planning/drafting.	planning/dra
	presentable	crafted &	good paragraph.	drafting has	&/or drafting	Paragraph not	ing. Poorly
	paragraph.	presentable		produced a	has produced	well presented.	presented
		naragranh		satisfactory	a moderately		naragraph



-				T			1	
					presentable paragraph.	presentable & coherent paragraph.		
	LANGUAGE, STYLE & EDITING 15 MARKS	12-15 -Critical awareness of impact of languageLanguage, punctuation effectively usedUses highly appropriate figurative languageChoice of words exceptional, matureStyle, tone, register highly suited to topicVirtually error-free following proofreading & editing.	10%-11½ -Critical awareness of impact of languageLanguage, punctuation correct; able to use figurative languageChoice of words varied & creativeStyle, tone, register appropriately suited to topicLargely error-free following proof- reading, editing.	9-10 -Critical awareness of language evidentLanguage & punctuation mostly correctChoice of words suited to textStyle, tone, register suited to topicMostly error-free following proof- reading, editing.	7½-8½ -Some awareness of impact of languageLanguage simplistic, punctuation adequateChoice of words adequateStyle, tone, register generally consistent with topic requirementsStill contains a few errors	paragraph.  6-7  -Limited critical language awarenessLanguage mediocre, punctuation often inaccurately usedChoice of words basicStyle, tone register lacking in coherenceContains several errors following	4½-5½ -Language & punctuation flawedChoice of words limitedStyle, tone, register inappropriateError-ridden despite proof-reading, editing.	Q-4 -Language 8 punctuation seriously flawedChoice of words inappropria -Style, tone, register flawed in all aspectsError-ridde & confused following proof-readin editing.
	STRUC-TURE	<u>4-5</u>	<u>3½</u>	<u>3</u>	following proof-reading, editing.	proof-reading, editing.	1½	<u>0-1</u>
	5 MARKS	-Coherent development of topic. Vivid, exceptional detailSentences, paragraph brilliantly constructedLength in	-Logical development of details. CoherentSentences, paragraph logical, variedLength correct.	-Several relevant details developedSentences, paragraph well constructedLength correct.	-Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still	-Most necessary points evidentSentences, paragraph faulty but paragraph still makes senseLength - too	-Sometimes off topic but general line of thought can be followed. -Sentences, paragraph constructed at an elementary level. -Length - too	-Off topic. -Sentences, paragraph muddled, inconsistent Length - far too long/short.
		accordance with requirements of topic.			makes senseLength almost correct.	long/short.	long/short.	

### **ACTIVITY 2**

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

- 1. How to change a light bulb.
- 2. 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.



### 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 &	<u>24-30</u>	<u>21-23½</u>	<u>18-20½</u>	<u>15-17½</u>	<u>12-14½</u>	<u>9-11½</u>	0-81/2
PLANNING	-Content	-Content	-Content sound,	-Content	-Content	-Content not	-Content
30 MARKS	outstanding, highly	meritorious,	reasonably	appropriate,	mediocre,	always clear, lacks	largely
	original.	original.	coherent.	adequately	ordinary. Gaps	coherence.	irrelevant. N
	-Ideas thought-	-Ideas	-Ideas interesting,	coherent.	in coherence.	-Few ideas, often	coherence.
	provoking, mature.	imaginative,	convincing.	-Ideas	-Ideas mostly	repetitive.	-Ideas
	-Planning &/or	interesting.	- Planning &/or	interesting,	relevant.	-Inadequate for	tedious,
	drafting has	- Planning &/or	drafting has	adequately	Limited	home language	repetitive.
	produced a	drafting has	produced a	original.	originality.	level despite	-Inadequate
	flawlessly	produced a well-	presentable &	- Planning &/or	- Planning	planning/drafting.	planning/dra
	presentable	crafted &	good paragraph.	drafting has	&/or drafting	Paragraph not	ing. Poorly
	paragraph.	presentable		produced a	has produced	well presented.	presented
		paragraph.		satisfactory,	a moderately		paragraph.
				presentable	presentable &		
				paragraph.	coherent		
					paragraph.		
LANGUAGE, STYLE	<u>12-15</u>	10½-11½	<u>9-10</u>	71/2-81/2	<u>6-7</u>	4½-5½	<u>0-4</u>
& EDITING	-Critical awareness	-Critical	-Critical	-Some	-Limited	-Language &	-Language &
15 MARKS	of impact of	awareness of	awareness of	awareness of	critical	punctuation	punctuation
	language.	impact of	language evident.	impact of	language	flawed.	seriously
	-Language,	language.	-Language &	language.	awareness.	-Choice of words	flawed.
	punctuation	-Language,	punctuation	-Language	-Language	limited.	-Choice of
	effectively used.	punctuation	mostly correct.	simplistic,	mediocre,	-Style, tone,	words
	-Uses highly	correct; able to	-Choice of words	punctuation	punctuation	register	inappropriat
	appropriate	use figurative	suited to text.	adequate.	often	inappropriate.	-Style, tone,
	figurative language.	language.	-Style, tone,	-Choice of	inaccurately	-Error-ridden	register
	-Choice of words	-Choice of words	register suited to	words	used.	despite proof-	flawed in all
	exceptional,	varied & creative.	topic.	adequate.	-Choice of	reading, editing.	aspects.
	mature.	-Style, tone,	-Mostly error-free	-Style, tone,	words basic.		-Error-ridder
	-Style, tone,	register	following proof-	register	-Style, tone		& confused
	register highly	appropriately	reading, editing.	generally	register		following
	suited to topic.	suited to topic.		consistent with	lacking in		proof-readin
	-Virtually error-free	-Largely error-free		topic	coherence.		editing.
	following proof-	following proof-		requirements.	-Contains		
	reading & editing.	reading, editing.		-Still contains a	several errors		
				few errors	following		
				following	proof-reading,		
				proof-reading,	editing.		
				editing.			
CTRUC TURE	4 -	21/		21/	_	41/	0.4



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

### **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		

	Code 7:	Code 6:	Code 5:	Code 4:	Code 3:	Code 2:	Code 1:
	Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieve
	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
CONTENT &	<u>24-30</u>	21-23½	<u>18-20½</u>	<u>15-17½</u>	<u>12-14½</u>	<u>9-11½</u>	0-81/2
PLANNING	-Content	-Content	-Content sound,	-Content	-Content	-Content not	-Content
30 MARKS	outstanding, highly	meritorious,	reasonably	appropriate,	mediocre,	always clear, lacks	largely
	original.	original.	coherent.	adequately	ordinary. Gaps	coherence.	irrelevant. No



	-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.	coherentIdeas interesting, adequately original Planning &/or drafting has produced a satisfactory, presentable paragraph.	in coherenceIdeas mostly relevant. Limited originality Planning &/or drafting has produced a moderately presentable & coherent paragraph.	-Few ideas, often repetitiveInadequate for home language level despite planning/drafting. Paragraph not well presented.	coherenceIdeas tedious, repetitiveInadequate planning/dra ing. Poorly presented paragraph.
LANGUAGE, STYLE & EDITING 15 MARKS	12-15 -Critical awareness of impact of languageLanguage, punctuation effectively usedUses highly appropriate figurative languageChoice of words exceptional, matureStyle, tone, register highly suited to topicVirtually error-free following proof-reading & editing.	10½-11½ -Critical awareness of impact of languageLanguage, punctuation correct; able to use figurative languageChoice of words varied & creativeStyle, tone, register appropriately suited to topicLargely error-free following proof- reading, editing.	9-10 -Critical awareness of language evidentLanguage & punctuation mostly correctChoice of words suited to textStyle, tone, register suited to topicMostly error-free following proof- reading, editing.	7½-8½ -Some awareness of impact of languageLanguage simplistic, punctuation adequateChoice of words adequateStyle, tone, register generally consistent with topic requirementsStill contains a few errors following proof-reading, editing.	6-7 -Limited critical language awarenessLanguage mediocre, punctuation often inaccurately usedChoice of words basicStyle, tone register lacking in coherenceContains several errors following proof-reading, editing.	4½-5½ -Language & punctuation flawedChoice of words limitedStyle, tone, register inappropriateError-ridden despite proof-reading, editing.	Q-4 -Language & punctuation seriously flawedChoice of words inappropriat -Style, tone, register flawed in all aspectsError-ridder & confused following proof-readin editing.
STRUC-TURE 5 MARKS	4-5 -Coherent development of topic. Vivid, exceptional detailSentences, paragraph brilliantly constructedLength in accordance with requirements of topic.	3½ -Logical development of details. CoherentSentences, paragraph logical, variedLength correct.	3 -Several relevant details developed. -Sentences, paragraph well constructed. -Length correct.	2½ -Some points, necessary details developedSentences, paragraphing might be faulty in places but paragraph still makes senseLength almost correct.	-Most necessary points evidentSentences, paragraph faulty but paragraph still makes senseLength - too long/short.	1½ -Sometimes off topic but general line of thought can be followedSentences, paragraph constructed at an elementary levelLength - too long/short.	O-1 -Off topicSentences, 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 ...



### 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		

CONTENT & PLANNING 30 MARKS	Code 7: Outstanding 80-100%  24-30 -Content outstanding, highly originalIdeas thought- provoking, maturePlanning &/or drafting has produced a flawlessly presentable paragraph.	Code 6: Meritorious 70-79%  21-23½ -Content meritorious, originalIdeas imaginative, interesting Planning &/or drafting has produced a well- crafted & presentable paragraph.	Code 5: Substantial 60-69%  18-20½ -Content sound, reasonably coherentIdeas interesting, convincing Planning &/or drafting has produced a presentable & good paragraph.	Code 4: Adequate 50-59%  15-17½ -Content appropriate, adequately coherentIdeas interesting, adequately original Planning &/or drafting has produced a satisfactory, presentable paragraph.	Code 3: Moderate 40-49%  12-14½ -Content mediocre, ordinary. Gaps in coherenceIdeas mostly relevant. Limited originality Planning &/or drafting has produced a moderately presentable & coherent	Code 2: Elementary 30-39%  9-11½ -Content not always clear, lacks coherenceFew ideas, often repetitiveInadequate for home language level despite planning/drafting. Paragraph not well presented.	Code 1: Not achieve 0-29%  0-8½ -Content largely irrelevant. Not coherenceIdeas tedious, repetitiveInadequate planning/dra ing. Poorly presented paragraph.
LANGUAGE, STYLE	12-15	10%-11%	9-10	7½-8½	paragraph. <b>6-7</b>	4½-5½	0-4
& EDITING	-Critical awareness	-Critical	-Critical	-Some	-Limited	-Language &	-Language &
15 MARKS	of impact of	awareness of	awareness of	awareness of	critical	punctuation	punctuation
	language.	impact of	language evident.	impact of	language	flawed.	seriously
	-Language,	language.	-Language &	language.	awareness.	-Choice of words	flawed.
	punctuation effectively used.	-Language, punctuation	punctuation mostly correct.	-Language simplistic,	-Language mediocre,	limited. -Style, tone,	-Choice of words



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



### **ACTIVITY 2**

How to change a light bulb

Changing a lightbulb might be a little more challenging that 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.



### **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)

	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 &	<u>24-30</u>	<u>21-23½</u>	<u>18-20½</u>	<u>15-17½</u>	<u>12-14½</u>	<u>9-11½</u>	0-8½
PLANNING	-Content	-Content	-Content sound,	-Content	-Content	-Content not	-Content
30 MARKS	outstanding, highly	meritorious,	reasonably	appropriate,	mediocre,	always clear, lacks	largely
	original.	original.	coherent.	adequately	ordinary. Gaps	coherence.	irrelevant. No
	-Ideas thought-	-Ideas	-Ideas interesting,	coherent.	in coherence.	-Few ideas, often	coherence.
	provoking, mature.	imaginative,	convincing.	-Ideas	-Ideas mostly	repetitive.	-Ideas



	-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/dra ing. Poorly presented essay.
LANGUAGE, STYLE & EDITING 15 MARKS	12-15 -Critical awareness of impact of languageLanguage, punctuation effectively usedUses highly appropriate figurative languageChoice of words exceptional, matureStyle, tone, register highly suited to topicVirtually error-free following proofreading & editing.	10½-11½ -Critical awareness of impact of languageLanguage, punctuation correct; able to use figurative languageChoice of words varied & creativeStyle, tone, register appropriately suited to topicLargely error-free following proof- reading, editing.	9-10 -Critical awareness of language evidentLanguage & punctuation mostly correctChoice of words suited to textStyle, tone, register suited to topicMostly error-free following proof- reading, editing.	7½-8½ -Some awareness of impact of languageLanguage simplistic, punctuation adequateChoice of words adequateStyle, tone, register generally consistent with topic requirementsStill contains a few errors following proof-reading, editing.	6-7 -Limited critical language awarenessLanguage mediocre, punctuation often inaccurately usedChoice of words basicStyle, tone register lacking in coherenceContains several errors following proof-reading, editing.	4½-5½ -Language & punctuation flawedChoice of words limitedStyle, tone, register inappropriateError-ridden despite proofreading, editing.	-Language & punctuation seriously flawedChoice of words inappropriat -Style, tone, register flawed in all aspectsError-ridder & confused following proof-readin editing.
STRUC-TURE 5 MARKS	4-5 -Coherent development of topic. Vivid, exceptional detailSentences, paragraphs brilliantly constructedLength in accordance with requirements of topic.	3½ -Logical development of details. CoherentSentences, paragraphs logical, variedLength correct.	3 -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	2½ -Some points, necessary details developedSentences, paragraphing might be faulty in places but essay still makes senseLength almost correct.	2 -Most necessary points evidentSentences, paragraphs faulty but essay still makes senseLength - too long/short.	1½ -Sometimes off topic but general line of thought can be followedSentences, paragraphs constructed at an elementary levelLength - too long/short.	O-1 -Off topicSentences, paragraphs muddled, inconsistent. Length - far too long/short.

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.



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  $11\frac{1}{2}$  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		
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	Code 6: Meritorious	Code 5: Substantial	Code 4: Adequate	Code 3: Moderate	Code 2: Elementary	Code 1: Not achieve
	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%
CONTENT &	<u>24-30</u>	21-231/2	<u>18-20½</u>	<u>15-17½</u>	12-141/2	9-111/2	0-81/2
PLANNING	-Content	-Content	-Content sound,	-Content	-Content	-Content not	-Content
30 MARKS	outstanding, highly	meritorious,	reasonably	appropriate,	mediocre,	always clear, lacks	largely
	original.	original.	coherent.	adequately	ordinary. Gaps	coherence.	irrelevant. No
	-Ideas thought-	-Ideas	-Ideas interesting,	coherent.	in coherence.	-Few ideas, often	coherence.
	provoking, mature.	imaginative,	convincing.	-Ideas	-Ideas mostly	repetitive.	-Ideas
	-Planning &/or	interesting.	- Planning &/or	interesting,	relevant.	-Inadequate for	tedious,
	drafting has	- Planning &/or	drafting has	adequately	Limited	home language	repetitive.
	produced a	drafting has	produced a	original.	originality.	level despite	-Inadequate
	flawlessly	produced a well-	presentable &	- Planning &/or	- Planning	planning/drafting.	planning/dra
	presentable	crafted &	good paragraph.	drafting has	<pre>&amp;/or drafting</pre>	Paragraph not	ing. Poorly
	paragraph.	presentable		produced a	has produced	well presented.	presented
		paragraph.		satisfactory,	a moderately		paragraph.
				presentable	presentable &		
				paragraph.	coherent		
					paragraph.		
LANGUAGE, STYLE	<u>12-15</u>	10½-11½	<u>9-10</u>	71/2-81/2	<u>6-7</u>	41/2-51/2	<u>0-4</u>
& EDITING	-Critical awareness	-Critical	-Critical	-Some	-Limited	-Language &	-Language &
15 MARKS	of impact of	awareness of	awareness of	awareness of	critical	punctuation	punctuation
	language.	impact of	language evident.	impact of	language	flawed.	seriously
	-Language,	language.	-Language &	language.	awareness.	-Choice of words	flawed.
	punctuation	-Language,	punctuation	-Language	-Language	limited.	-Choice of
	effectively used.	punctuation	mostly correct.	simplistic,	mediocre,	-Style, tone,	words
	-Uses highly	correct; able to	-Choice of words	punctuation	punctuation	register	inappropriate
	appropriate	use figurative	suited to text.	adequate.	often	inappropriate.	-Style, tone,
	figurative language.	language.	-Style, tone,	-Choice of	inaccurately	-Error-ridden	register
	-Choice of words	-Choice of words	register suited to	words	used.	despite proof-	flawed in all

reading, editing

aspects.

-Choice of

adequate.

exceptional,

varied & creative.



		matureStyle, tone, register highly suited to topicVirtually 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 requirementsStill contains a few errors following proof-reading, editing.	words basicStyle, tone register lacking in coherenceContains several errors following proof-reading, editing.		-Error-ridden & confused following proof-reading editing.
ſ	STRUC-TURE	<u>4-5</u>	<u>3½</u>	<u>3</u>	<u>2½</u>	<u>2</u>	1½	<u>0-1</u>
	5 MARKS	-Coherent development of topic. Vivid, exceptional detailSentences, paragraph brilliantly constructedLength 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 developedSentences, paragraphing might be faulty in places but paragraph still makes senseLength almost correct.	-Most necessary points evidentSentences, paragraph faulty but paragraph still makes senseLength - 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 topicSentences, paragraph muddled, inconsistent. Length - far too long/short.