

## Grade 8 English First Additional Language Worksheet

### Writing of a narrative (creative writing)

#### Activity 1

Write a narrative essay of approximately 250 words on ONE of the following topics:

1. I was amazed by what I saw.
2. Then the voice I feared spoke to me.

You will follow this process in your writing lessons:

- plan your essay carefully
- write the first draft
- read over your draft and make any improvements
- ask a peer to read your essay and discuss it
- use what your peer has said to revise, edit and rewrite your essay
- pay attention to grammar, spelling, etc., to edit your essay
- pay careful attention to paragaphing

You will be assessed against the following rubric:

#### Rubric for assessing an essay: First Additional Language (50 marks)

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>Content &amp; planning 32 marks</b>	<b>26-32</b> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	<b>22½-25½</b> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	<b>19½-22</b> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good essay.	<b>16-19</b> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	<b>13-15½</b> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<b>10-12½</b> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<b>0-9½</b> -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
<b>Language, style &amp; editing 12 marks</b>	<b>10-12</b> -Critical awareness of impact of language. -Language, punctuation	<b>8½-9½</b> -Critical awareness of impact of language. -Language, punctuation	<b>7½-8</b> -Critical awareness of language evident. -Language & punctuation	<b>6-7</b> -Some awareness of impact of language. -Language simplistic,	<b>5-5½</b> -Limited critical language awareness. -Language ordinary & punctuation	<b>4-4½</b> -Language & punctuation flawed. -Choice of words limited. -Style, tone,	<b>0-3½</b> -Language & punctuation seriously flawed. -Choice of words

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	effectively used. Uses figurative language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing.	punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	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.
<b>Structure 6 marks</b>	<b>5-6</b> -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	<b>4½</b> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<b>4</b> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length almost correct.	<b>3-3½</b> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	<b>2½</b> -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	<b>2</b> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<b>0-1½</b> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

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### Activity 2

Write a descriptive essay of approximately 250 words on the following topic:

1. My school as the last bell of the day rings.

You need to include figurative language in your essay to make your descriptions interesting and alive.

You will follow this process in your writing lessons:

- plan your essay carefully
- write the first draft
- read over your draft and make any improvements
- ask a peer to read your essay and discuss it
- use what your peer has said to revise, edit and rewrite your essay
- pay attention to grammar, spelling, etc., to edit your essay
- pay careful attention to paragraphing

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You will be assessed against the following rubric:

### Rubric for assessing an essay: First Additional Language (50 marks)

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<b>Content &amp; planning 32 marks</b>	<b>26-32</b> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	<b>22½-25½</b> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	<b>19½-22</b> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good essay.	<b>16-19</b> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	<b>13-15½</b> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<b>10-12½</b> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<b>0-9½</b> -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
<b>Language, style &amp; editing 12 marks</b>	<b>10-12</b> -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<b>8½-9½</b> -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<b>7½-8</b> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing.	<b>6-7</b> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	<b>5-5½</b> -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<b>4-4½</b> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<b>0-3½</b> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
<b>Structure 6 marks</b>	<b>5-6</b> -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed.	<b>4½</b> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length	<b>4</b> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length almost	<b>3-3½</b> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but	<b>2½</b> -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood.	<b>2</b> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at	<b>0-1½</b> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

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	-Length in accordance with requirements of topic.	correct.	correct.	essay still makes sense. -Length correct.	-Length - too long/short.	an elementary level. -Length - too long/short.	
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### Suggested Solutions

#### Activity 1

Learners must write a narrative essay, with the correct format, structure and style and grammar.

Use the rubric in the Appendix of Assessment Tools to assess the writing.

#### Activity 2

Learners must write a descriptive essay, with the correct format, grammar and structure and style, including figurative language.

Use the rubric in the Appendix of Assessment Tools to assess the writing.

#### Rubric for assessing an essay: First Additional Language (50 marks)

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<b>Language, style &amp; editing 12 marks</b>	<b><u>10-12</u></b> -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -Choice of words highly appropriate.	<b><u>8½-9½</u></b> -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied &	<b><u>7½-8</u></b> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in	<b><u>6-7</u></b> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register	<b><u>5-5½</u></b> -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking	<b><u>4-4½</u></b> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<b><u>0-3½</u></b> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following

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	-Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	most of the essay. -By and large error-free following proof-reading, editing.	generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	in coherence. -Contains several errors following proof-reading, editing.		proof-reading, editing.
<b>Structure 6 marks</b>	<b>5-6</b> -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	<b>4½</b> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<b>4</b> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length almost correct.	<b>3-3½</b> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	<b>2½</b> -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	<b>2</b> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<b>0-1½</b> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

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