BERGVLIET HIGH SCHOOL

ENGLISH HOME LANGUAGE

GRADE 10

PAPER 3 - WRITING

PRE-EXAM

Date: September 2022
Marks: 100
Time: 3 Hours
Examiner: C James
Moderators: English Department

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

SECTION A:	Essay	(50 marks)
SECTION B:	Longer Transactional Texts	(2 × 25 marks)

2. **Answer ONE question from SECTION A and TWO questions from SECTION B**.

3. Write in the language in which you are being assessed.

4. Start EACH section on a NEW page.

5. Number each response as the topics are numbered on the question paper.

6. Give each response a suitable title/heading as indicated by the question.
   NOTE: The title / heading must NOT be considered when doing a word count.

7. Pay attention to spelling, sentence construction and language.

8. THE WRITING PROCESS

   a. There must be clear evidence that you have planned, proofread and edited all your work.
   b. This planning (mind map / diagram / flow chart / key words) must appear BEFORE the essay and the transactional piece.
   c. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.

9. Write neatly and legibly.

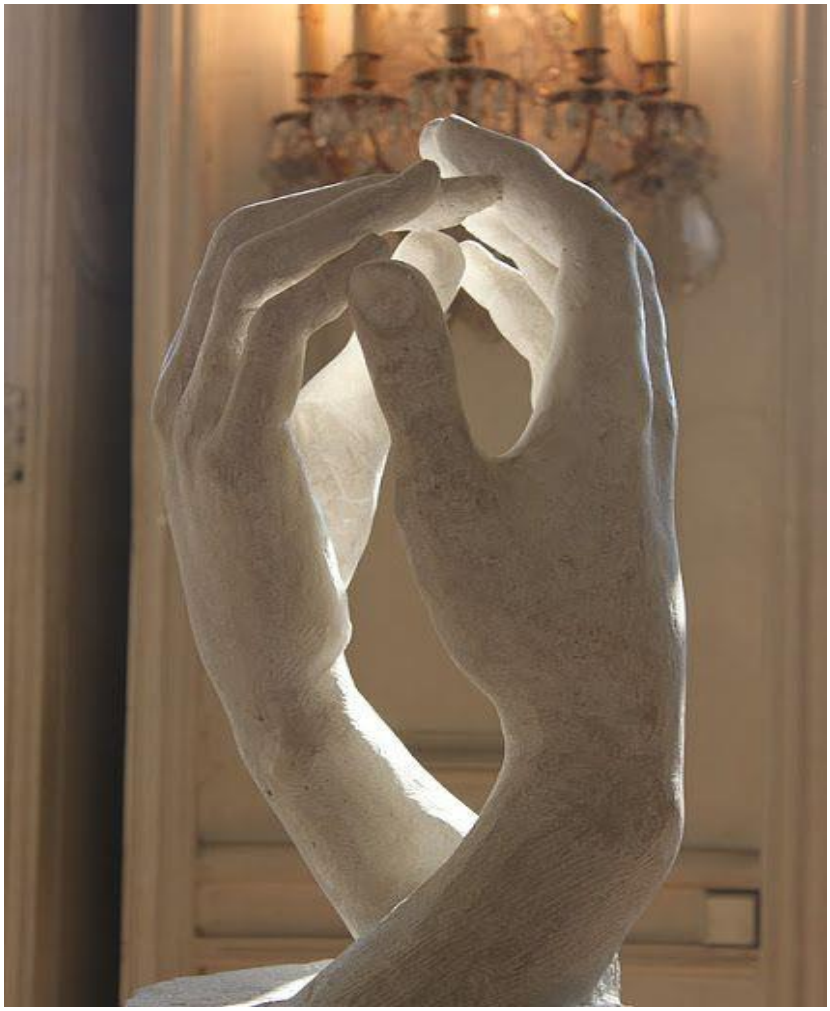
SECTION A: ESSAY

QUESTION 1

Write an essay of 300-350 words (1-1½ pages) on **ONE** of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.

1.1	The day I would like to forget	[50]
1.2	"Great losses are great lessons" – Amit Kalantri	[50]
1.3	The following words should appear in your essay: I felt a rush of fear	[50]
1.4	Adventure	[50]
1.5	"Heroes are ordinary people who make themselves extraordinary" – Gerard Way	[50]
1.6	"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. " – Marcel Proust	[50]
1.7	The pictures reproduced below and on the next page may evoke a reaction or a feeling in you or stir your imagination. Select **ONE** picture and write an essay in response. Write the question number (1.7.1, 1.7.2 or 1.7.3) of your choice and give your essay a title. **NOTE**: There must be a clear link between your essay and the picture you have chosen.	

1.7.1



[50]

1.7.2



[50]

1.7.3  [50]

TOTAL SECTION A: [50]

SECTION B: TRANSACTIONAL WRITING

QUESTION 2

- Respond to **TWO** of the following topics.
- The body of your answer should be 180 – 200 words in length.
- Write down the number and title/heading of the question you have chosen e.g. 2.1 Speech
- Pay careful attention to the following:
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format

2.1 Speech [25]

Write a formal speech in which you address the teachers at Bergvliet High School as a member of the RCL on an issue that has been plaguing the school in recent weeks. Your speech must outline the cause of the problem, how it is affecting your peers and suggestions for solutions that could be implemented to solve the problem.

2.2 Newspaper Article [25]

Your school has just held an historical event – the first ever Bring Your Pet To School Day, in which the school hosted various competitions for staff and learners, and their pets, to participate in.

Write an article to accompany the picture below for the local newspaper in which you inform the public about the details of the day, including the winning pets of each competition.



2.3 Obituary [25]

Queen Elizabeth II passed away recently, at age 96, after reigning for 70 years. Write her obituary.

2.4 **Dialogue** [25]

You have just heard a rumour being spread about your best friend. You know that the information being shared is untrue and you want to make sure that everyone knows it.

Write a dialogue between yourself and the person you know to have started the rumour.

2.5 **Letter of Application** [25]

Write a letter of application in response to the following advertisement:

BABYSITTER WANTED!

We are a friendly family looking for a babysitter to look after our 5-year old daughter twice a week.
The position is open to school students only.
All suitable candidates must send a cover letter to:

Mrs Markle, 92 Running Way, Plumstead, 7123

Your letter should include a detailed description of why you would be the ideal candidate for the position.

2.6 **Magazine Article** [25]

You have been hearing negative comments about Gen Z being “lazy” and “unintelligent” from older generations. Write an article in which you voice your opinion on these comments and share reasons you agree/disagree with them.

TOTAL SECTION B: [50]
GRAND TOTAL: [100]

DETACH PAGE 8 & 9 AND STAPLE TO THE FRONT OF YOUR ANSWER SHEET

100

NAME: _____ **GRADE:** _____

RUBRICS:

ASSESSMENT RUBRIC FOR ESSAY WRITING HOME LANGUAGE

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context **30 MARKS**	Upper level	**28–30** -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	**22–24** -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ ending	**16–18** -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	**10–12** -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	**4–6** -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	**25–27** -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending	**19–21** -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	**13–15** -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	**7–9** -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	**0–3** -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled

LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling **15 MARKS**	Upper level	**14–15** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	**11–12** -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted	**8–9** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Tone is appropriate -Rhetorical devices used to enhance content	**5–6** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary	**0-3** -Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**13** -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	**10** -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	**7** -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	**4** -Inadequate use of language -Little or no variety in sentences -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction **5 MARKS**		**5** -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	**4** -Logical development of details -Coherent -Sentences, paragraphs logical, varied	**3** -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	**2** -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	**0–1** -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

NAME: _____ GRADE: _____

SSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	**10–12** -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	**7–9** -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	**4–6** -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Has vaguely applied necessary rules of format -Some critical oversights	**0–3** -Response reveals no knowledge of features of the type of text -Meaning is obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Has not applied necessary rules of format
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

6.4 APPENDIX D: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE (25 MARKS)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	**10–12** -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	**7–9** -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	**4–6** -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Has vaguely applied necessary rules of format -Some critical oversights	**0–3** -Response reveals no knowledge of features of the type of text -Meaning is obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Has not applied necessary rules of format
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired