BERGVLIET HIGH SCHOOL

ENGLISH HOME LANGUAGE

GRADE 10

PAPER 3 - WRITING

PRE-EXAM

Date: September 2023
Marks: 100
Time: 3 Hours
Examiner: A Howard
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/keywords) must appear BEFORE the essay and the transactional pieces.
   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 "You can be a master, don't wait for luck. Dedicate yourself and you're going to find yourself standing in the hall of fame." – *The Script ft. Will.I.am, Hall of Fame 2012* [50]

1.2 "There's nothing noble about crushing desperate men." – *Bowen, Dragonheart 1996* [50]

1.3 The following words should appear in your essay: [50]

You have been weighed, you have been measured, and you have been found wanting.

1.4 Perseverance [50]

1.5 The school day should start at 9 am and end at 4 pm. Discuss. [50]

1.6 It came suddenly with a chill that sent shivers down my spine. [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 **Email** [25]

Write an email to your House Head about the need for a gym in your school. In your letter, you could include:

- The current exercise facilities available and the drawbacks of these.
- What a gym consists of.
- Why a gym would be good for the school.

2.2 **Magazine Article** [25]

Write an engaging article for a teenage magazine, persuading young people to exercise more. In your article, you might include:

- Why exercise is important.
- Different ways you can exercise.
- How to sustain exercise in your life.

2.3 **Speech** [25]

You are in Grade 10 and want to run for the position of Vice House Captain. Write the speech you would use to motivate why you would make an excellent leader.

2.4 **Dialogue** [25]

The sequel to your favourite action movie has just been approved and you have been asked to write the dialogue of the final scene.
Create a dialogue for the final confrontation between the protagonist and antagonist in the movie.

2.5 **Letter of Application** [25]

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

Part-time employee needed for Pet Pals!

We are looking for a kind-hearted and animal-loving young person to assist us on the weekend from 9 am to 5 pm.
The position is open to school students only.
All suitable candidates must send a cover letter to:

Mr Parker, 104 Baker's Way, Plumstead, 7123

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

2.6 **Newspaper Article** [25]

Loadshedding has become an increasing problem in South Africa and now members of the public have decided to take a pro-active stance. Write a newspaper article describing how a local community has found a peaceful and sustainable way to overcome loadshedding.

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