# BERGVLIET HIGH SCHOOL

ENGLISH HOME LANGUAGE

GRADE 11

TASK 10

PAPER 3 - WRITING

PRE-EXAM

Date: September 2022
Marks: 100
Time: 3 Hours
Examiner: E Bester
Moderators: English Department

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections:

   | | | |
   |---|---|---|
   | SECTION A: | Essay | (50 marks) |
   | SECTION B: | Longer Transactional Texts | (2x25 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. You are strongly advised to spend approximately 80 minutes on Section A and 35 minutes on each question from Section B.

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

7. 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.

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

9. 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 pieces.
   c. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.

10. Write neatly and legibly.

## SECTION A: ESSAY

## QUESTION 1

Write an essay of 350-400 words (2 pages) on **ONE** of the following topics.
Write down the NUMBER and TITLE/HEADING of your essay.

1.1 Crisis averted! [50]

1.2 A little out of the ordinary. [50]

1.3 True happiness is an acceptance of life as it is given to us, with its diminishment, mystery, uncontrollability and all. [50]

*(Michael Gellert)*

1.4 'The lights blinked alarmingly through the haze.' [50]
Include this sentence in your essay.

1.5 The cellphone – the bane or boon of my existence? [50]

1.6 'In my African Dream, there's a new tomorrow
My African Dream is a dream that we can follow
And though it would seem my hope's an illusion
My African Dream is an end to the confusion'

*(Lyrics by Vicky Sampson)*

Write an essay entitled: **Why I have hope for South Africa.** [50]

1.7 It's just impossible for education and schooling to be the same thing. [50]

(*J. T. Gatto)*

1.8 The pictures reproduced 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 (1.8.1, 1.8.2 or 1.8.3) 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.

1.8.1



[50]

1.8.2



[50]

1.8.3



[50]

**TOTAL SECTION A: [50]**

## SECTION B: TRANSACTIONAL WRITING

### QUESTION 2

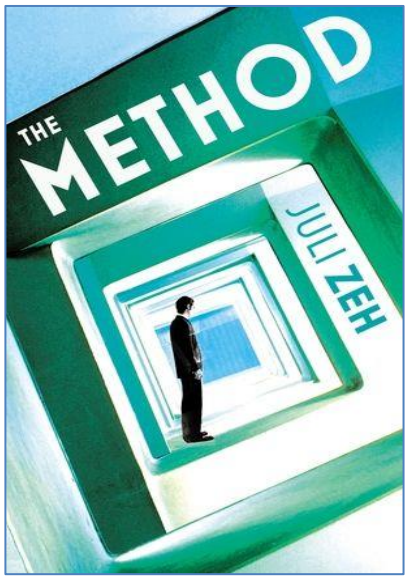
- Respond to **TWO** of the following topics.
- The body of your answer should be 180 – 200 words in length.
- Write down the number and title/heading of the question you have chosen e.g. 2.1 Letter to the Editor
- Pay careful attention to the following:
  - Audience, register, tone and style
  - Choice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

## 2.1 LETTER TO THE EDITOR

The campaign*, 16 Days of Activism for No Violence Against Women and Children*, held annually from 25 November to 10 December, is a worldwide campaign to highlight and oppose violence against women and children.

Write a letter to the editor of your local newspaper in which you express your opinion about the campaign. [25]

## 2.2 REVIEW




Blurb written on the back of the novel:

Meet Mia Holl, the ideal goodie-goodie, hardworking, quiet, law-abiding citizen, living in a world where no-one ever need be ill or sad or troubled. All you have to do is keep to the rules, and why wouldn't you?

The following is an extract from a review of a novel, The Method, by Juli Zeh:

The Method is a new world order, a 'Health Dictatorship' that monitors all health and behaviour. As a result almost nobody gets sick. But the price is individual freedom …

Imagine that you have read the book. Continue the review.

[25]

## 2.3 NEWSPAPER ARTICLE

StatsSA revealed yesterday that the future of all rail transport in Cape Town is bleak. StatsSA also indicated that crumbling infrastructure and rampant criminality are largely to blame.

Write a newspaper article for *The South Peninsula Times* that highlights this concerning issue. [25]

## 2.4 LETTER OF REQUEST

You and a group of friends wish to cycle from Bergvliet to Port Elizabeth to raise awareness and money for a charity/cause/welfare association. However, a trip of this nature, which will take ten days to complete, requires extensive funding. You decide to request sponsorship from a wealthy company in your community.

Write a letter to the financial officer of the company in which you explain the reasons for the trip and motivate your request for sponsorship. [25]

## 2.5 OBITUARY

A well-known animal-rights activist from your community has recently passed away.

Write the obituary that will appear in the local newspaper. [25]

## 2.6 INTERVIEW

A celebrity sportsman/sportswoman has been invited to Bergvliet High School to deliver an inspirational speech at the annual Sports Prize Giving.

After the event you are given the opportunity to interview this person for the school magazine.

Write the interview that you conducted with this sportsperson. [25]

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

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

**NAME:** _____ **GRADE:** _____

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

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

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

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