BERGVLIET HIGH SCHOOL

ENGLISH HOME LANGUAGE

GRADE 11

PAPER 3 - WRITING

TASK 10

PRE-EXAM

Date: September 2023
Marks: 100
Time: 3 Hours
Examiner: Mrs Haripershad

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 100 minutes on Section A and 40 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 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.

11. Remember to attach the rubric on pages 9 and 10 of your question paper to the front of your answer sheets.

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. It was so obvious. **[50]**

2 *There is a chameleon in me*
Taking on different identities
Forever changing its colour.
Modisa Mphanya **[50]**

3 The modern teenager will answer you back before you've said anything.
Lawrence J. Peter

Do you agree with this view of the teenager? **[50]**

4 "Whatever you do, don't scream!" **[50]**

5 "Each day comes bearing its own gifts. Untie the ribbons." - RA Schubacker. **[50]**

6 Blame culture – the art of not taking responsibility. **[50]**

7 The pictures reproduced below may evoke a reaction or feeling in you or stir your imagination.
Select one picture and write an essay in response. Write the question number (1.7.1 or 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]

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 BOTH questions you have chosen e.g. 2.1 Letter of Application.
- Pay careful attention to the following:
  - Audience, register, tone and style
  - Choice of words and language structure
  - Format

2.1 LETTER OF APPLICATION

The Education Department has launched a large scale initiative for a Gap Year opportunity in 2025. You wish to apply for this position as a volunteer at a primary school in a rural area. The position requires you to provide academic support, as well as extra-mural activities, like sport coaching.
Write a letter of application which you will submit in response to this opportunity.

[25]

2.2 LETTER TO THE EDITOR

You recently read the following extract in your local newspaper. Write to the editor of the newspaper to respond with your views about disinformation spreading across Twitter in South Africa.

> The recently released 2020 edition of the Oxford Internet Institute's Global Inventory of Organised Social Media Manipulation identified 77 countries where government or political party actors used disinformation on social media to manipulate public opinion and South Africa is among them. Some say social media users should ignore disinformation – the deliberate spread of false information to cause harm – because any engagement helps malicious actors spread their messages. But is doing nothing really the only option, particularly when disengagement is what some of these campaigns hope to achieve?
>
> **[Adapted from www.news24.com]**

[25]

2.3 EMAIL

You and a group of friends wish to climb Mount Kilimanjaro, in Tanzania, to raise awareness and money for a charity/cause/welfare association. However, a challenge of this nature, which will take days to complete, requires extensive funding.
You decide to request sponsorship from a wealthy company in your community.

Send an email to the financial officer of the company in which you explain the reasons for the trip and motivate your request for sponsorship.

[25]

2.4 MAGAZINE ARTICLE

You are a follower of a particular genre of music which is frequently criticised. Write an article for a youth magazine in defence of this genre. **[25]**

2.5 DIALOGUE



You have a unique business idea. As a young entrepreneur, you need an investor to fund your start-up capital. Write a dialogue of the conversation between you (the entrepreneur) and a potential investor. **[25]**

2.6 REVIEW

An amateur theatre group has staged a production titled ***Funny-side Up!***
Write a review of the above production. Your review will appear in the entertainment section of a newspaper. **[25]**



2.7 SPEECH



A group of young people has gathered to protest against an issue that affects them. The protestors feel very strongly about this issue. As the chairperson of a youth group, write the speech that you would deliver to the protestors.

[25]

TOTAL SECTION B: [2 x 25 = 50]

GRAND TOTAL: 100 MARKS

Attach the rubric on pages 9 and 10 of your question paper to the front of your answer sheets.

NAME AND SURNAME: _____TOTAL: _____/100

CLASS: _____ TEACHER: _____

RUBRICS:

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE (50 MARKS)

NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper- and a lower-level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper-level and lower-level division.

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

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

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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