

Name of School

Subject

English Home Language

Examiner

Date

Term 2

Total marks

45

Type

Formal Assessment: June Exam Paper 3

Duration

2 hours

Grade

8

Moderator

Special Instructions/Equipment

In assessing a learner's work, the following aspects, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.

See memorandum and rubrics for further information on the suggested approach to marking.

Learners are allowed to use a dictionary or thesaurus.

CAPS Link

Term 2 – Writing Skills

Skills Developed

Understanding of purpose, audience and context, Language styles and editing, paragraph development and sentence construction, and critical thinking skills.

Specific Link and alignment with other Subject Assessments include:

- Natural Science Term 1 – Practical Task – Formal Practical Project Term 1 – Ecosystems linked to biodiversity.
- Geography Term 1 – Task – Map Skills Development linked to Biodiversity

SUBJECT	English Home Language	TERM	2
TOPIC	Paper 3 June Exam	DURATION	90 minutes
GRADE	8	MARK	45

Instructions:

1. This question paper consists of TWO sections:
 - a. SECTION A: ESSAY (30)
 - b. SECTION B: TRANSACTIONAL TEXT (15)
2. Answer ONE question from each section.
3. Start EACH section on a NEW page.
4. You must plan (e.g. a mind map/diagram/flow chart/key words etc.), edit and proof-read your work. The plan must appear BEFORE your answer.
5. All planning must be indicated as such. It is advisable to draw a line through all planning.
6. You are strongly advised to spend approximately:
 - 60 minutes on SECTION A
 - 30 minutes on SECTION B
7. Number each response as the topics are numbered in the question paper.
8. Write neatly and legibly.

GOOD
LUCK!

SECTION A - QUESTION 1: ESSAY (30 MARKS).

Write an essay of 250–300 words on *ONE* of the following topics. Write down the *NUMBER* and *HEADING/TITLE* of your essay.

- 1.1 Reduce, reuse, recycle [30]
- 1.2 Biodiversity can be conserved by protecting natural resources. [30]
- 1.3 That was an experience I would treasure for the rest of my life. [30]
- 1.4 The pictures below may evoke an emotion or feeling in you or stir your imagination.

Select *ONE* picture and write an essay in response. Write the question number of your choice (1.4.1, 1.4.2) and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.4.1



¹ <https://za.pinterest.com/pin/746964288186994929/>

1.4.2

(30)



1.4.3

(30)



TOTAL QUESTION 1 [30]

SECTION B - QUESTION 2: TRANSACTIONAL TEXT (15 MARKS)

INSTRUCTIONS AND INFORMATION

- ❖ Respond to ONE of the following topics
- ❖ Pay careful attention to the following:
 - Audience, register, tone and style.
 - Choice of words and language structure
 - Format

Write down the NUMBER and the TITLE of the text you have chosen (e.g.

- 2.1 INFORMAL LETTER [15]
- Write a letter of 160–180 words to the owner and manager of your local nature park to thank him/her for his great community service. Tell him how much you enjoy spending time in the park with your family/friends and how you enjoy watching the diverse wildlife in the park.
- 2.2 DIALOGUE [15]



You are a volunteer at your local animal shelter. Your friend also joins you occasionally, but you know that he/she has become friends with a 'strange group of people. You would like to help her/him become more involved in positive activities such as volunteering at the local animal shelter. Write about your conversation with your friend. Use 160-180 words.

2.3 INVITATION [15]

You have been given permission by your parents to organise a theme party for your birthday. Write the invitation (100–110 words). NO MARKS WILL BE AWARDED FOR PICTURES, SKETCHES ETC. Be sure to include all the necessary details

2.4 NEWS REPORT [15]



You have been in the wrong place at the wrong time. You have witnessed a crime scene. The editor of your local newspaper has asked you to write a news report (160–180 words) about the incident.

TOTAL SECTION B [15]

SECTION A: RUBRIC FOR ASSESSING ESSAY – HOME LANGUAGE (30 MARKS)

d	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
MARKS	12–15	10–11	8–9	5–7	0–4
<p>CONTENT, PLANNING (15 MARKS)</p> <p>Response and ideas; Organisation of ideas for planning; Awareness of purpose, audience and context</p>	<ul style="list-style-type: none"> - Outstanding/striking response beyond normal expectations. - Intelligent, thought provoking and mature ideas. - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ending. 	<ul style="list-style-type: none"> - Inconsistently coherent response. - Unclear ideas and unoriginal. Little evidence of organisation and coherence. 	<ul style="list-style-type: none"> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
MARKS	8-10	6-7	5	3-4	0-2
<p>LANGUAGE, STYLE AND EDITING (10 MARKS)</p> <p>Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, Punctuation, Grammar, spelling</p>	<ul style="list-style-type: none"> - Language excellent and rhetorically effective intone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted. 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary. 	<ul style="list-style-type: none"> - Language incomprehensible - Vocabulary limitations so extreme as to make comprehension impossible.
MARKS	5	4	2-3	1	0
<p>STRUCTURE (5 MARKS)</p> <p>Features of text; Paragraph development and sentence construction</p>	<ul style="list-style-type: none"> - Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed. 	<ul style="list-style-type: none"> - Logical development of details. - Coherent - Sentences, paragraphs logical, varied. 	<ul style="list-style-type: none"> - Relevant details developed. - Sentences, paragraphs well-constructed. Essay still makes some sense. 	<ul style="list-style-type: none"> - Some valid points - Sentences and paragraphs faulty. Essay still makes sense. 	<ul style="list-style-type: none"> - Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (15 MARKS)

CRITERIA MARKS	EXCEPTIONAL 8–10	SKILLFUL 6–7	MODERATE 4–5	ELEMENTARY 3	INADEQUATE 0–2
CONTENT, PLANNING AND FORMAT (10 MARKS) <ul style="list-style-type: none"> - Response and ideas - Organisation of ideas and planning - Purpose, audience, features/conventions and context 	<ul style="list-style-type: none"> - Outstanding response. - 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 topic. - Appropriate and accurate format. 	<ul style="list-style-type: none"> - Very good response. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies. 	<ul style="list-style-type: none"> - Adequate response. - Not completely focused. - Some digressions. - Reasonably coherent in content and ideas. - Some details support the topic. - Generally appropriate format but with some inaccuracies. 	<ul style="list-style-type: none"> - Basic response. - 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. 	<ul style="list-style-type: none"> - Response reveals no knowledge of features of this type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few ideas support the topic. - Has not applied necessary rules of format.
MARKS	5	4	3	2	0–1
LANGUAGE, STYLE AND EDITING (5 MARKS) <ul style="list-style-type: none"> - Tone, register, style, purpose/effect, audience and context - Language use and conventions – Word choice - Punctuation and spelling 	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Generally grammatically accurate and well-constructed. - Mostly good vocabulary. - Mostly error-free. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confusing. - Vocabulary not suitable for purpose. - Meaning seriously impaired.

SUBJECT	English Home Language	TERM	2
TOPIC	Paper 3 June Exam	DURATION	90 minutes
GRADE	8	MARK	45

MEMO

SECTION A: ESSAY

Refer to SECTION A: The Rubric for Assessing an Essay can be found on page 9.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	15
LANGUAGE, STYLE AND EDITING	10
STRUCTURE	5
TOTAL	30

Read the whole piece and decide on a mark for CONTENT AND PLANNING, LANGUAGE, STYLE, EDITING and STRUCTURE.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for the appropriateness of the format.
- Look for a logical approach in all writing.

QUESTION 1:

Learners are required to write ONE essay of 250–300 words on ONE of the topics given. Learners may write in any genre: narrative, descriptive, reflective, argumentative, expository, discursive or a combination of any of these.

1.1 Learners might choose to write a reflective kind of essay of what it would be like if everyone reduce, reuse, recycle. They might also choose to write a narrative essay. Give them credit for originality. (30)

1.2 Narrative / descriptive essay. Focus should be on the opinion and how they see this issue. Credit should be given for mood (emotion) in the essay. (30)

1.3 Narrative/Descriptive essay. Focus should be on what happened.

Credit learners' original thoughts. (30)

1.4.1 Nature. Love of nature, exploring, narrative essay. Once again, credit creative thinking. (30)

1.4.2 Compassion for animals. Friends. Different worlds. Many options for this picture. Credit creativity. (30)

1.4.3 Focus on window and plants. The essay can be about the person living in that house, or about the plants, It can be a narrative or descriptive essay. Credit originality. (30)

SECTION B: TRANSACTIONAL TEXTS

Learners are required to respond to ONE of the topics set. The body of the response must be 160–180 words in length for topics 2.1 AND 2.2 (informal/friendly letter news report and dialogue) and 100–110 words for 2.3 The language, register, style and tone must be appropriate to the context.

2.1 Learners live in different towns, villages and cities. Keep this in mind when assessing this letter. The format must be correct and the language must be formal. No slang is allowed. The focus must be on the topic.

2.2 Dialogue format must be used. NO INVERTED COMMAS. The focus must be on the fact that one friend is trying to convince the other friend to allow him/her to help him/her with a personal problem. Some slang may be allowed if in context.

2.3 Follow the invitation format. No marks should be allocated for decorations or drawings included in the invitation.

2.4 Learners needs to use the correct format for a newspaper report.

TOTAL SECTION B: [15]

GRAND TOTAL: [45]