

School Name
and Badge

Grade 6
English Home Language
Writing Project Assessment Booklet

Task 6:
40 marks

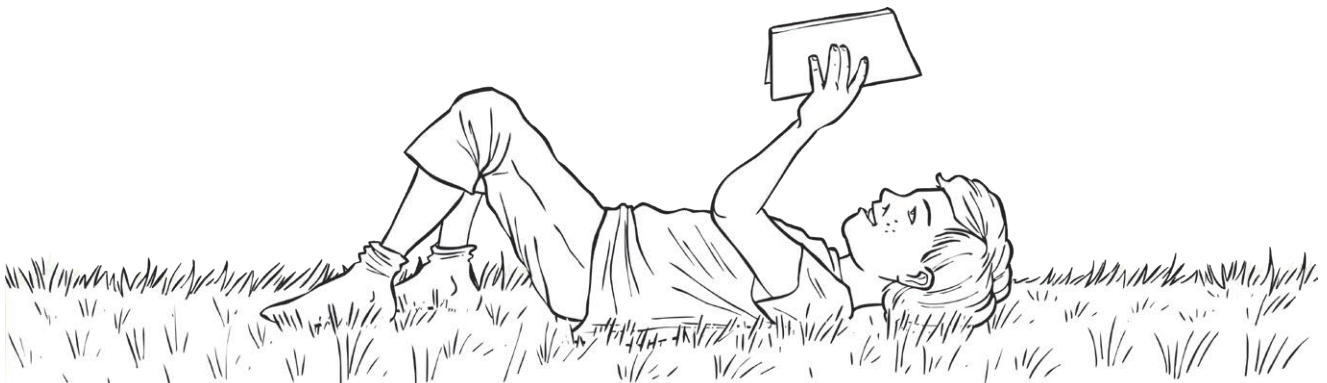
Formal Assessment Task 6: Writing
Formal Assessment Task 7: Oral Presentation

Task 7:
20 marks

Name: _____

Class: _____ Date: _____

Assessor: _____ Moderator: _____



Instructions:

- This project is made up of three sections.
- Follow the instructions for each section carefully.
- Work as neatly as possible.

Welcome to your writing project!

This project is all about **folktales**.

Have a look at the research question below and then dig in!

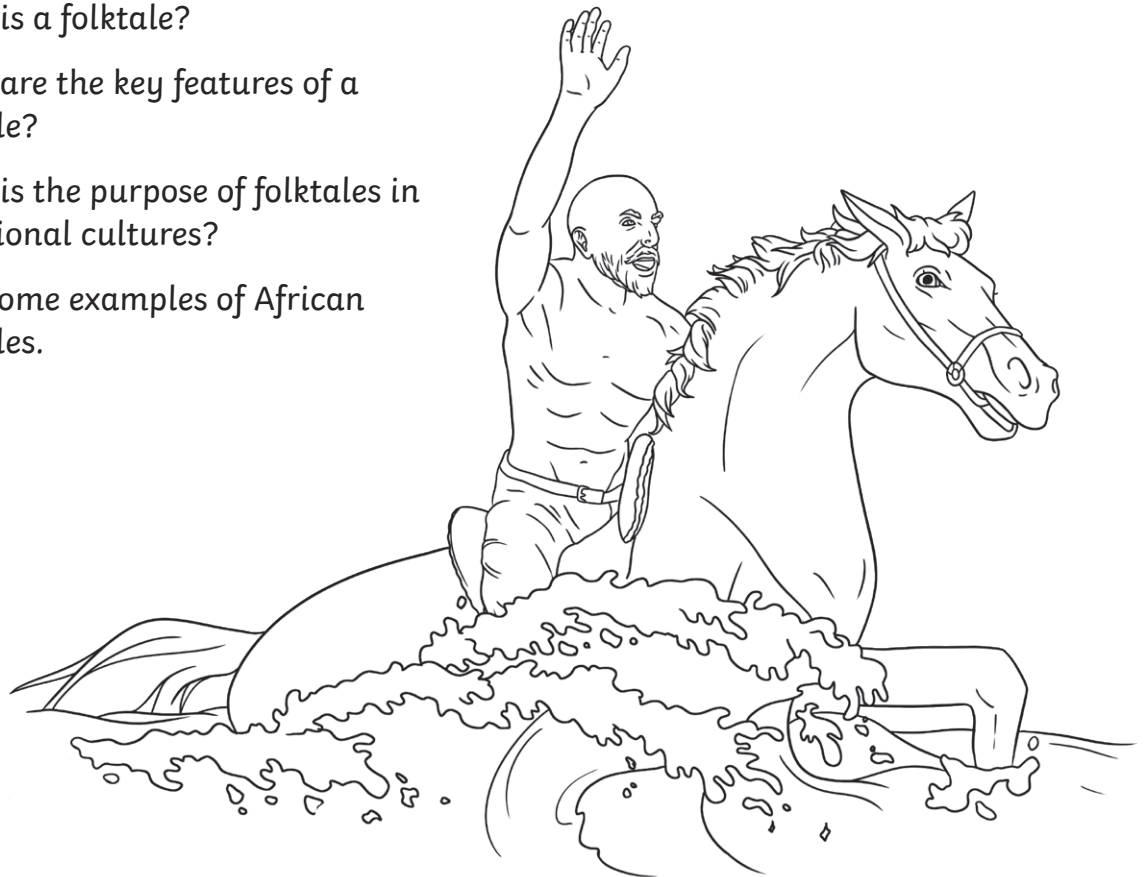
The Research Question	Hypothesis
What are folktales?	What elements do folktales have? Take a guess!
What is a research question?	What is a hypothesis?
This is a question that comes to mind. We are curious about what the answer could be and therefore start researching the topic.	This is our prediction as to the answer to the research question. To find out whether our hypothesis is correct, we conduct research.

Phase One: Research

Do some research to help you prove or disprove your hypothesis.

Find out the answers to the following questions based on your research:

- What is a folktale?
- What are the key features of a folktale?
- What is the purpose of folktales in traditional cultures?
- Find some examples of African folktales.



Bring all your notes and research to school on the required date. You will need to create a poster showcasing your research and the results thereof. Was your hypothesis proved or disproved? Your poster must contain the following information:

1. State your research question, your hypothesis and a conclusion.
2. Write the answers to the questions you had to research neatly.
3. Make sure that you plan where you write each set of answers so that you use all the space on the poster.
4. Bring art supplies to school so that you can add to the overall design appeal of your poster.



Look at the rubric below to see how to structure your poster. Make sure to use an A2 poster so that you can position your information neatly.

	0	1	2
Research question, hypothesis and conclusion have been stated clearly.			
All required research questions have been answered.			
Language and spelling.			
Visual presentation (neatness and layout).			
Listed resources and research.			

Total: _____ / 10

Phase Two: Writing

Use the information in the project as a prompt for a creative writing activity.

Read the instructions below and complete both sections of the writing task.

Make sure you follow the writing process – create and edit drafts of your work until you are happy with your final product.

Section A

Revisit one of the folktales that you encountered during your research. Write a summary of 60 – 70 words about the folktale.

Literature Summary					
	0	1	2	3	4-5
Plot	Plot is not given.	Plot is unclear.	Overall plot is given, but vague without specific events.	States the plot of the text, highlighting the background and problem.	Clearly states the overall plot.
Key Events	Most of events are irrelevant, learner has added opinions and own ideas.	Contains mostly irrelevant details.	Some key events mentioned.	Includes main event but missing some background information.	Includes only important essential events.
Spelling	Word choice is too simplistic and numerous spelling errors are made.	Accurate spelling, however, word choice is too simplistic.	Grade-appropriate spelling choices that are mostly accurate.	Above-average word choices that are spelt with accuracy.	
Paraphrasing	Rewrites directly from the text.	Has made some attempts to use original wording.	Uses own words effectively to create an original summary.		
			Total	/ 15	

Section B

Write a description of 60-80 words of the main character of your story. Use descriptive language such as adjectives and figures of speech. Describe what the character looks like as well as their personality. Provide examples from the story that show their temperament and personality characteristics.

Character Sketch					
	0	1	2	3	4-5
Physical Description	The learner has not included any information about the way the character looks.	The learner has included one basic physical description.	The learner has included two basic physical descriptions.	The learner has given a good overall idea of what the character looks like.	The learner has given a well-rounded description of what the character looks like.
Characteristics	The learner has not included any information about the personality of the character.	The learner has included some information about the personality of the character.	The learner has referenced the key aspects of the character's personality.	The learner has highlighted all the elements of the character's personality.	The learner has described all the elements of the character's personality using examples from the story.
Spelling	Word choice is too simplistic and numerous spelling errors are made.	Accurate spelling; word choice is too simplistic.	Grade-appropriate spelling choices that are mostly accurate.	Above-average word choices that are spelt with accuracy	
Language	The use of language is simplistic and bland.	Learner has used language creatively and made use of vivid descriptions and figures of speech.			
			Total	/ 15	

Phase Three: Oral Presentation

Present your research poster to the class.

Prepare a speech of two minutes about the findings of your research. You can include the following discussion points:

- What is a folktale?
- What are the key features of a folktale?
- What is the purpose of folktales in traditional cultures?
- An extract or summary of your favourite folktale.

Remember not to read the information. You must work on your presentation skills.

You will have to:

- a. Show evidence of research/investigation,
- b. Present your ideas,
- c. Structure your presentation with an introduction, body and conclusion, and
- d. Use appropriate body language and presentation skills.



Rubric

	0-1	2	3	4-5
Visual Aids	The learner has no notecards and has not brought a poster to showcase their research.	The learner has notecards but has read from them instead of delivering the presentation as an oral.	The learner has prepared good notecards and makes reference to them when they feel unsure of how to proceed.	The learner has prepared notecards but doesn't need to refer to them. They refer to their poster while maintaining interaction with the audience.
Content	No evidence of preparation. Content does not clearly link to the research question.	The learner has made some reference to the research question but seems to be making up information on the spot.	Content is relevant and all questions have been addressed. Some reference to research is evident.	Impressive preparation and clear reference to research.
Structure		Learner has a beginning and middle, however, the presentation comes to a sudden stop.	Structure is clear and style well-crafted. A beginning, middle and end is easily identified.	
Use of Voice and Expression	The learner struggles to express themselves adequately. Their tone does not change and they cannot be heard clearly.	The learner rushes through the presentation, making it difficult for the audience to follow the content.	The learner makes good word choices and speaks well, however some areas seem forced and overly rehearsed.	The presentation is engaging and the learner speaks clearly and with natural animation. The learner makes excellent and above-average word choices.
Audience Awareness	The learner makes no eye contact with the audience and has inadequate body language; confidence will need to be improved in the future.	The learner is and makes eye contact with the audience. They show signs of being at ease and confident.		

Total: _____ / 20