

School Name  
and Badge

**Grade 7**  
**English Home Language**  
**Writing Project Assessment Booklet**

Task 6:  
**50 marks**

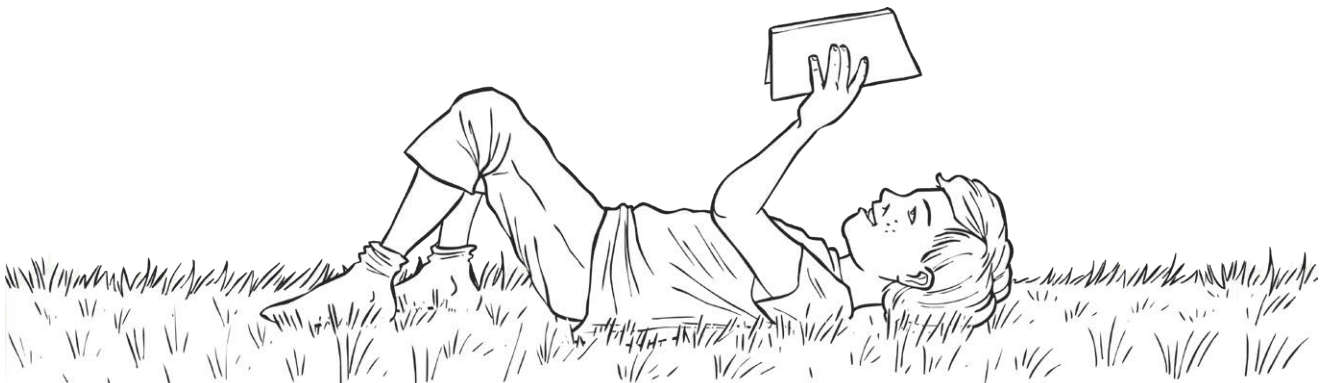
Formal Assessment Task 6: Writing  
Formal Assessment Task 7: Oral Presentation

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!

We are going to be looking at a topic relating to **novels**.  
Have a look at the research question below and then dig in!

The Research Question	Hypothesis
Can stories help us navigate real-life situations?	Reading stories can help us deal with the things we experience in our lives.
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 or not our hypothesis is correct, we conduct research.

You might have read many different stories or you may be someone that doesn't enjoy reading at all. Let's all begin at the same starting point by reading the following extract of a short story. It introduces us to a young girl about to experience a big challenge – her first day of high school!

It was Lisa's first day of high school. She was so incredibly nervous – it felt like her heart was going to jump out of her chest. That Monday, she woke up at 6.30 am and wished for the hundredth time that her new uniform fit perfectly. She'd begged her mom to shorten it just a bit, but her mom was adamant that she'd "grow into it". Her mom had gone so far as to say she looked "adorable".

"Great," Lisa thought, "because that's so the look I was going for." Who wanted to go to high school looking adorable?

As it turned out, the last thing Lisa ended up worrying about was whether or not she looked okay. She got lost on her way to English class. She finally found the class and as she burst through the classroom door, the entire class swung their heads to her, eyeing her with evil grins. They reminded her of a pack of hyenas and she stood there like a frozen gazelle. It was the wrong class!

She'd walked into a class of Grade 10 learners.



“Baaaa...” one of the boys in the back called out. The others soon took up the call. Lisa knew what it meant. Her older cousin had told her that was what the seniors made that sound to signify that a Grade 8 learner was lost - a “lost sheep.” And once you were called a lost sheep, it was impossible to shake the label. She closed the door hurriedly, trying to stifle tears and ignore the tightening in her throat. This was the worst day of her life!

### Phase One: Research

It's time to do some research that will help us prove or disprove our hypothesis.

**Look at the following survey. Write down your responses to the questions.**

1. Do you feel that reading about the experiences of others can help you navigate experiences that you may experience?

Yes  No

2. Do you sympathise with Lisa and what she is going through?

Yes  No

3. Do you think stories give a true reflection of what it feels like to be young?

Yes  No

4. Are stories that are based on fantasy or fables that have animal characters effective in providing life lessons or advice?

Yes  No

5. Do you think it is a good idea to convert books into movies and vice versa?

Yes  No

Once you have completed your responses, conduct this survey with 5 of your friends. How do they feel about the story?

Keep these results safe. You will have to create a bar graph of the results.

**Do some independent research and answer the following questions:**

1. What do we call the genre of books or stories that deal with young people beginning to face adult problems?
2. Find out about a book in this genre. Write down its name and author, as well as the blurb of the book.
3. Why do you think these types of stories are so popular?

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**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. Neatly write the questions of the survey. Indicate your answers in the yes/no column.
3. Create a bar graph showing the results of the survey for the 5 friends you have interviewed. Indicate how many replied yes/no to each question.
4. Neatly write out the answers to your independent research questions – make sure you indicate:
  - The name of the genre that we are referring to and working with.
  - The name of an age-appropriate book in this genre and provide details about its author, as well as the blurb/extract of the book.
5. At the back of your poster, list the information regarding the names of the five people who completed your survey as well as a list of resources or websites used to answer the additional research questions.
6. Bring some 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.			
Bar graph is accurate			
Information has been provided regarding the genre and available books in this category.			
Use of classtime			
Language and spelling			
Presentation (neatness)			
Presentation (layout)			
Handed in on time			
Listed resources and research			

**Total:** \_\_\_\_\_ / 20

**Phase Two: Writing**

You are going to use the information in the project as a prompt for a creative writing activity.

Choose ONE of the following writing tasks listed below.

**Option A**

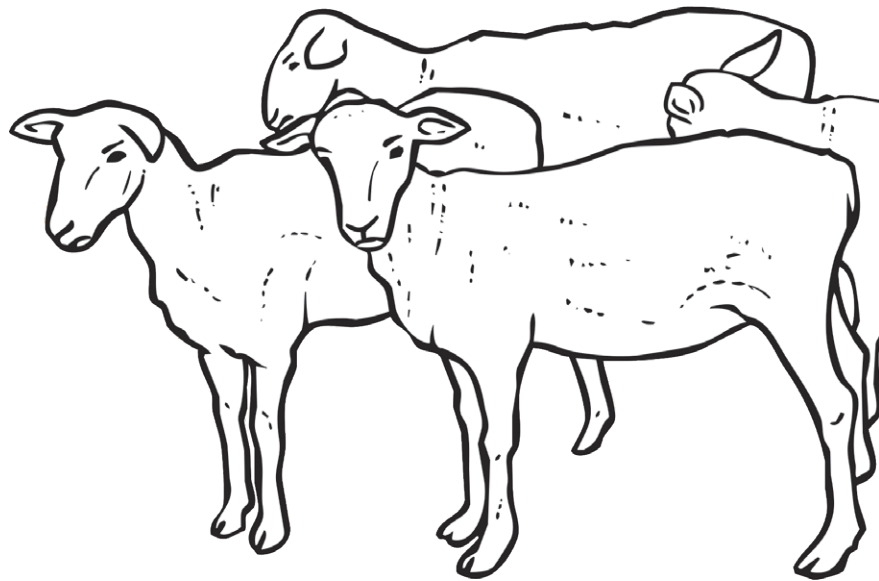
Create three diary entries. One will be a diary entry of Lisa’s first day at school. How does she feel – does her day get better or worse?

Write another diary entry where you imagine your worst day at a new school. What are some of the biggest fears you have for the day?

The third entry will be imagining your best day at a new school. What are some of the things you are most looking forward to?

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

Each entry should be between 100 – 120 words.



**Rubric**

	0-1	2	3	4-5
Planning	Planning is haphazard/ rushed incomplete	Planning is complete but minimal effort has been put in.	Planning is adequate and shows some thought/effort on part of the learner.	Planning is very detailed and shows evidence of effort and thought
Diary Entry #1 Content	The learner’s written content contains little to no substance and has no detail and a poor structure.	The learner has added some detail to their diary entry, some relevant content is included and overall structure is adequate.	The learner’s written content is of substance, is realistic and has a good structure.	The learner has written with excellent relevance and substance; the diary entry has great structure and plenty of detail.

<b>Diary Entry #2 Content</b>	The learner's written content contains little to no substance and has no detail and a poor structure.	The learner has added some detail to their diary entry, some relevant content is included and structure is adequate.	The learner's written content is of substance, is realistic and has a good structure.	The learner has written with excellent relevance and substance; the diary entry has great structure and plenty of detail.
<b>Diary Entry #3 Content</b>	The learner's written content contains little to no substance and has no detail and a poor structure.	The learner has added some detail to their diary entry, some relevant content with an adequate structure.	The learner's written content is of substance, is realistic and has a good structure.	The learner has written with excellent relevance and substance; the diary entry has great structure and plenty of detail.
<b>Language Ability</b>	Many spelling errors are present, sentences are simplistic and below grade level.	Minimal spelling errors but word choice is simplistic. The tense is inconsistent.	Few spelling errors and grade-appropriate word choice. Sentences are linked with appropriate conjunctions.	Few spelling errors and the learner shows above-average vocabulary. Diary shows emotive language and feelings.
<b>Layout</b>	Layout is incorrect – the learner has written in a narrative essay style and/ or written in third person perspective.	The learner is missing many required features: Salutation, Date, Emotive Language, First Person Perspective and a "Signing off".	The learner has included all required features: Salutation, Date, Emotive Language, First Person Perspective and a "Signing off".	
<b>Presentation</b>	Work is untidy and a poor reflection of the learner's ability.	Work is of good quality and an accurate reflection of the learner's ability		

**Total:** \_\_\_\_\_ / 30

**Option B**

Write a continuation of the story about Lisa's first day. How does she manage to "survive" the day?

Your story should be between 300 and 350 words.



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## Rubric

	<b>0-2</b>	<b>4-6</b>	<b>7-8</b>	<b>9-10</b>
<b>Writing Process: Good planning and editing</b>	Little or no evidence of planning and editing.	Some parts of the writing process are evident; e.g. planning but an incomplete mind map or first draft.	Good use of the writing process. Evidence of planning, draft and editing, but some errors remain.	Excellent use of the writing process. Planning, drafting, editing and final draft present. Accurate editing and few to no errors remain.
<b>Content : Interpretation and Understanding instructions</b>	The content of the final draft misses the brief. Learner does not follow instructions and struggles to link writing to the theme. The learner has not put in sufficient effort to write a good essay. The final draft is haphazard and the learner has not made use of the paragraph format.	The content of the final draft is somewhat appropriate, the learner shows some level of understanding but has not delivered overall. Adequate sequencing of information and paragraph format Shows some merit.	The content of the final draft is appropriate and shows attention to detail. Good logical sequencing of story and good use of paragraphing format.	The content of the final draft is exceptionally descriptive and appropriately chosen. Logical sequencing of information and excellent use of paragraph format.
<b>Language and Vocabulary usage</b>	<b>0-1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Uninspired use of vocabulary, and language. Basic and predictable. Vocabulary does not meet grade level expectations.	Adequate use of vocabulary and some evidence of descriptive language. Vocabulary meets basic grade level	Good use of vocabulary. Descriptive language appropriate. Vocabulary at grade level.	Excellent use and variety of vocabulary. Excellent use of descriptive language. Vocabulary above grade level.
<b>Grammar, Spelling and Punctuation.</b>		<b>0-1</b>	<b>2</b>	<b>3</b>
		Many grammar, spelling and punctuation errors. The final draft is difficult to follow or understand. (>8)	Some grammar, spelling and punctuation errors but it does not impede the quality or understanding of the story. (<5)	Few to no grammar, spelling and punctuation errors. (<3)

Overall impression:	0-1	2	3
		The overall impression is lacklustre. The learner has put in minimal effort for the assessment.	Adequate impression from the final draft, it is somewhat appropriate, room for improvement. Some effort evident.

Total: \_\_\_\_\_ / 30

### Phase Three: Oral Presentation

Present your research poster to the class.

Prepare a speech of 1 - 3 minutes about the findings of your research. You can include the following discussion points:

- Your answers to the survey you conducted.
- Explain the results of your bar graph.
- The details about the book you are recommending.
- How you felt reading the story of Lisa's first day of school. Do you have similar fears?

**Remember not to read the information – you have to work on your presentation skills. Check the rubric below to see how to get the best possible marks.**

- a. Uses appropriate structure: introduction, body and conclusion
- b. Presents central idea and supporting details
- c. Shows evidence of research/ investigation
- d. Uses appropriate body language and presentation skills





**Rubric**

	<b>0-1</b>	<b>2</b>	<b>3</b>	<b>4-5</b>
<b>Visual Aids</b>	The learner has no key notes and has not brought a poster to showcase their research.	The learner has key notes but has read from them instead of delivering the presentation as an oral.	The learner has prepared good key notes and makes reference to them when they feel unsure of how to proceed.	The learner has prepared key notes, but doesn't need to refer to them. They refer to their poster while maintaining interaction with the audience.
<b>Content</b>	Inadequate preparation - illogical arguments are presented and the audience is left uninspired.	The learner has made some reference to research question but most of the presentation is generic. Learner seems to make up information on the spot.	Good reference to research and attention to structure and style. Somewhat thought-provoking insights and generally logical arguments.	Impressive preparation and reference to research.  Thought provoking selection of material and a logical argument.
<b>Structure</b>		Learner has a beginning and middle, however, presentation comes to a sudden stop.	Structure is clear and style well-crafted. A beginning, middle and end is easily identified.	
<b>Use of Voice and Expression</b>	The learner struggles to express themselves accurately and clearly. Their tone is monotonous and often inaudible.	The learner rushes through the presentation making it difficult for the audience to follow the content.	The learner makes efforts at being engaging but this does seem forced at times. They make good word choices and speak fluently.	The presentation is engaging and the learner speaks clearly and with natural animation. The learner makes excellent word choices and above-average word choices.
<b>Audience Awareness</b>	The learner makes no eye contact with the audience and does not stand up straight, confidence will need to be improved in the future.	The learner was relaxed and made eye contact with the audience. They were relaxed and showed signs of being at ease and confident.		

**Total:** \_\_\_\_\_ / 20