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(ANNEXURE C)

LEARNER PROJECT WORKBOOK

TERM 3: LITERATURE PROJECT (SP)

LEARNER NAME & SURNAME: _____

GRADE: _____

DUE DATE: _____



PROJECT SECTION	TOTAL MARK	LEARNER MARK
STAGE 1: RESEARCH		
STAGE 2: WRITING		
STAGE 3: ORAL PRESENTATION		

TITLE/ TOPIC_____

You may use the templates provided / type out your project/ write it out on A4 pages/ use an A3 chart

TOPICS

GRADE 8	GRADE 9
Compare the two selected poems. CONDUCT RESEARCH ON THE TWO POEMS AND WRITE AN ESSAY. COMPARE THE: • backgrounds of the poets • rhyming patterns • themes • external structure (stanzas, lines) of the two poems Identify TWO types of figures of speech from each poem Quote examples from each poem for the figures of speech. Include an Introduction and a conclusion. 1. Consult a variety of at least 4 resources & tools to collect the information. 2. Select the most relevant information from these sources to address the topic. 3. Avoid using the direct words from the sources. Instead, paraphrase/ state the information in your own words. 4. Provide your own, interesting title for this research essay. This may be in the form of a question/ statement 5. Present the gathered information in a well- structured presentation / essay/ Visual form(chart) 6. Present the evidence of gathered information in any form, where possible.	You are the editor of a big publishing company. Compare two short stories to decide which one should be published in a new book. Write an essay to motivate your selection. Study and compare the following concepts. • Background of the authors • Plot • Setting • Characters • Also include an Introduction and a conclusion 1. Consult a variety of at least 4 resources & tools to collect the information. 2. Select the most relevant information from these sources to address the topic. 3. Avoid using the direct words from the sources. Instead, paraphrase/ state the information in your own words. 4. Provide your own, interesting title for this research essay. This may be in the form of a question/ statement 5. Present the gathered information in a well- structured presentation / essay/ Visual form(chart) 6. Present the evidence of gathered information in any form, where possible.



STAGE 1: RESEARCH

INSTRUCTIONS:

1. Conduct research on the provided topic (ATTACHMENT)
2. Consult a variety of at least _____ resources & tools to collect the information.
3. Select the most relevant information from these sources to address the topic.
4. Avoid using the direct words from the sources. Instead, paraphrase/ state the information in your own words.
5. Provide your own, interesting title for this research essay. This may be in the form of a question/ statement
6. Present the gathered information in a well- structured presentation / essay/ Visual form(chart)
7. Present the evidence of gathered information in any form, where possible.

CHECKLIST		
NO	CRITERIA	
1	Suitable, interesting title	
2	Consulted the correct number of sources	
3	Selected relevant information/ data from the sources	
4	Avoided direct recording of information, unless it's quoted text	
5	Attach evidence of the gathered data/ information	

RUBRIC FOR RESEARCH (STAGE 1)					
	CRITERIA	MARK ALLOCATION			
		3-4 Marks		0-2 Marks	
1	Title	Interesting, creative title, relevant to the topic		Basic title/little relevance to the topic	
2	Location of information the required number of sources were consulted/ used to acquire information/ data	The required number/ a variety of texts used from different sources		Limited variety. (e.g. only one source used / only the textbook used in class.)	
3	Relevance of selected information to the topic	Information relevant to the research topic		Information not relevant the topic; some deviation	
4	Content stated in mostly own words	Content mostly stated in own words (paraphrasing)		Information directly written from sources	
5	Evidence of research sources attached / available	Evidence of information attached.		Some/ no evidence attached	
	TOTAL: 20			_____	

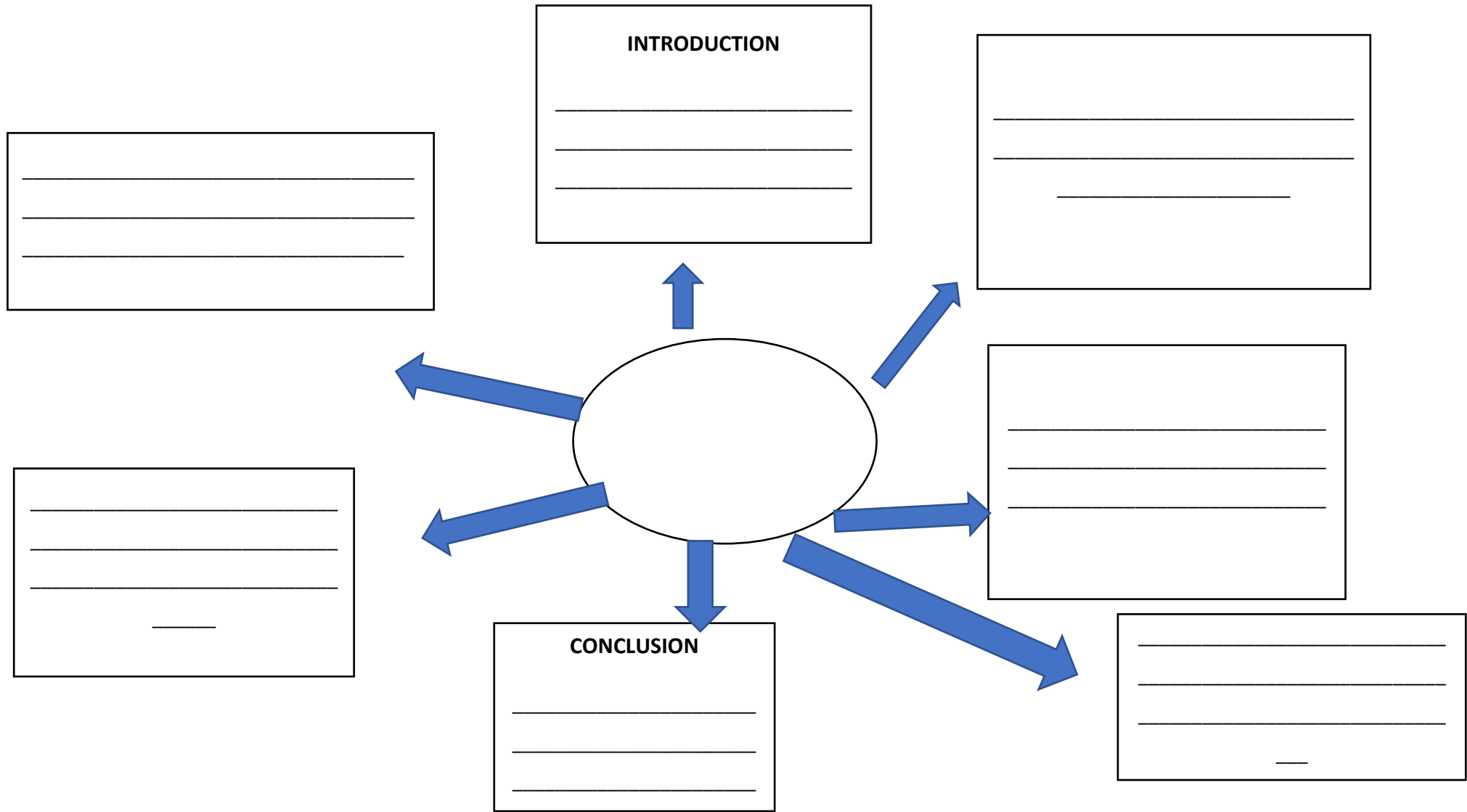
STAGE 2: WRITING (30 MARKS)**Instructions**

1. Write the researched information in an essay form / presentation
2. Use a suitable title
3. Write each idea/concept in a different paragraph.
4. Write a suitable heading for each paragraph.
5. Write an interesting conclusion. (1-2 sentences)
6. List the sources.
7. Remember to show how you have planned before writing the Report. Include all drafts.
11. Use the correct grammar and spelling.
12. Be innovative and use a variety of multimedia sources to make your project interesting (Interesting facts, pictures, drawings, etc.)
13. Study the rubric to ensure that you have covered all the criteria



RUBRIC: STAGE 2 (WRITING)						
	CRITERIA	MARK ALLOCATION				
	MARKS →	5-6		2-4		0-1
1	PLANNING	All evidence of planning included Content from mind-map evident in the draft & final product Evidence of editing and correction done in the		Some planning evidence incomplete / missing Little content from mind map available in draft and final product Evidence of editing and corrections done in the		Sporadic/ no evidence of planning No resemblance between mind map and first draft content Evidence of editing & corrections in the draft
2	FORMAT	• Introduction: Interesting, creative and suitable • Headings for all paragraphs • All required concepts addressed • Conclusion: Clear and suitable		• Introduction: Basic and suitable • Some headings not included • Content shows some deviation from heading & topic • Some of required concepts not done/ completed • Conclusion: Poor, but included		• Poor/ no Introduction • Most of the headings not included • Little/ no correlation between headings and content/ topic • Most of concepts not addressed • Conclusion: Very poor/ no done
3	SPELLING & GRAMMAR	• Excellent vocabulary • Good sentence construction • Minimal spelling and grammar mistakes • Creative usage of figurative language, adjectives and adverbs.		• Basic vocabulary • Some poor sentence construction • A few spelling & grammar mistakes • Some figurative language, adjectives and adverbs		• Poor vocabulary • Very poor sentence construction • The number of spelling & grammar mistakes, makes it difficult to understand the content • No figurative language, adverbs & adjectives used.
4	CONTENT	• Good correlation between heading & content • Content is relevant to the topic • Relevant examples provided as per instructions • Correct number of sources included		• Some correlation between headings and content • Some deviation from the topic • Few examples included, not as instructed • Some sources included, but not correct number		• No correlation between content and headings • Total deviation from the topic • No examples included • No sources included
		•				
5	INNOVATION	• Used a variety of multimedia resources • Used pictures (drawn/ printed) to illustrate content • Interesting, Innovative and Creative content evident ('outside the box thinking'/ went the extra mile)		• Some multimedia resources • Some drawings/ pictures available • Basic content covered		
	MARKS →	4-6		1-3		

PLANNING Use the mind map below for your planning.



STAGE 2: WRITING: FIRST DRAFT

TITLE:

INTRODUCTION:

HEADING:

PICTURE

HEADING

PICTURE

HEADING

PICTURE

PICTURE

HEADING

HEADING

PICTURE

CONCLUSION

SOURCES:

[illegible]

[illegible]

STAGE 3: ORAL PRESENTATION (20 MARKS)

INSTRUCTIONS

Present your research presentation orally to the class/ teacher.

You have _____ minutes for your presentation.

You may do your presentation, using Microsoft power point / chart/ your preferred way.

Remember to Practice and Prepare well before you present.

You may use cue cards for the presentation.

You may do the presentation with a friend (adhere to Covid-19 regulations)

Always remember the following criteria when making an oral presentation:

- Vary the tone of your voice,
- project your voice (speak clear and loudly enough for your audience to hear)
- maintain a good pace (not too fast or too slow)
- try to maintain as much eye contact with your audience as possible
- posture and gestures
- effective introduction and conclusion

Use visual, audio and/or audiovisual aids such as charts, posters, drawings (If possible)

NO	CHECKLIST	YES
1	Used final writing product for presentation	
2	Memorised presentation at home	
3	Practiced presenting, using correct: • tone of voice, • voice projection • pace • eye contact • posture and gestures	
4	Prepared cue cards	
5	Prepared chart/ other aids (optional)	



RUBRIC: ORAL PRESENTATION (20 MARKS)				
	CRITERIA	MARK ALLOCATION		
			3-4 marks	1-2 marks
1	Planning & preparation (4)		Well planned and evidence of preparation & effort	Evidence of little or no planning & preparation.
2	Structure (4)		Clear and interesting beginning Gripping presentation of the content Good ending	Poor/ no beginning Poor presentation of content Poor/ no end
3	Time (2)		2 MARKS	0-1 MARKS
			Used time optimally Did not go over time/ finished way under time	Did not complete within the allocated time/ finished long before the allocated time
4	Innovation & creativity (2)		2 MARKS	0-1 MARKS
			Great innovation and creativity evident.	Basic criteria met, with little / no innovation and creative initiative
5	BODY LANGUAGE		2 MARKS	0-1 MARKS
	Tone & Voice projection 2)		Variation in the rising and falling the voice.	Monotonous tone throughout the play.
	Pace (2)		Maintained a good pace (not too fast or too slow)	Spoke very fast, which made it difficult to understand and hear the words / Spoke very slow
	Eye contact (2)		Maintained regular eye contact with the audience	Very little or no eye contact. Read from the script throughout the play
	Posture & gestures (2)		Confident, open posture Used sufficient body gestures to emphasise / enhance the play	Uncertain, shy posture Excessive body gestures, distracting the audience from understanding the message
TOTAL/ 20		LEARNER MARK: _____		