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ENGLISH

GRADE 9 TEACHER DEVELOPMENT PROGRAMME

SBA ASSESSMENT TASK 2: Descriptive Essay

Marks: 40	Time: 1 hour	Programme:
Name:		
Date:	School:	

PLEASE READ THESE INSTRUCTIONS CAREFULLY

1. Familiarise yourself with the information on page 2 before you attempt to answer questions.
2. Write an essay about ONE topic.
3. It is advisable to draw a mind-map before you write your essay.
4. Your essay should be 180 - 200 words.
5. Evidence that you followed the writing process must be submitted with your final essay.

PLEASE FOLLOW THESE WRITING GUIDELINES CAREFULLY

Descriptive Essays

- A **descriptive essay** asks a learner to describe something – object, person, place, experience, emotion, situation, using tactile senses, descriptive language and figurative imagery.
- The beginning of the essay is called an **introduction**, the middle is called **body** and the end is called the **conclusion**.
- An **introduction** tells the reader what to expect in the essay.
- The **body** gives the details of the essay.
- The **conclusion** wraps up the essay.
- Descriptive essays use mainly the **present tense**, the **past tense**, the **present continuous tense** and the **past continuous tense**.
- They also use **descriptive adjectives and adverbs**.

Use the following steps to write your essay:

- **Brainstorm:**
 - Read and analyse the question.
 - Identify all the aspects that you want to focus on.

- Write down all the ideas you have about your chosen topic.
- Use the 5W's and 1H questions to help you generate ideas.
- You can also write your ideas in a mind map.
- **Plan and organise:**
 - choose the best five ideas that are your most creative ideas
 - structure your essay around the following planning elements: main idea, message, introduction, paragraph 2, paragraph 3, paragraph 4, conclusion.
- **Draft:**
 - Expand your main idea with detail and more supporting ideas.
 - Write good paragraphs that contain one main idea supported by coherent supporting ideas
 - Make sure that your sentence construction is correct.
 - Every new idea must be in a separate paragraph.
 - Choose your vocabulary carefully.
- **Revise and edit:**
 - Read your draft.
 - Check your spelling, punctuation and tenses.
 - Count the words.
 - Can you improve your word choice, sentence and paragraph structure?
- **Proofread:**
 - Think about the words you used. Could you use better words?
 - Add more detail that you want to say and cross out what you want to leave out or that you repeated.
 - Do you need to do more on sentence sequencing and paragraph linking to ensure fluent writing?
 - Should you change up your introduction and conclusion?
- **Write and present your essay:**
 - Write your final version, not a word-for-word copy but a better improved version, and submit it for assessment.

NB: The above steps are called the writing process. Follow this process for all your creative writing tasks.

TOPICS:

Study the following topics, choose ONE and write an essay on it. Your essay must have a suitable topic and must be 180 - 210 words.

1. A number of you have been raised by grandparents and are enjoying good relationships with them. Write an essay in which you describe your relationship with your grandmother.

Title your essay: My grandmother is my love.

[40]

OR

2. There are many beautiful places in your hometown that you like to visit, but there is only one that you love. Write an essay and tell us about that place.

Entitle your essay: My favourite place in my hometown.

[40]

OR

3. In this world, we are grateful for many different things. Some of those things can be seen with the naked eye and some cannot be seen. Write an essay about five things that you are grateful for in your life. Describe each one in detail and mention your reasons for your gratitude.

Title your essay: Things that I'm grateful for.

OR

4. Who is your father? What do you know about him?

Write an essay and tell us about your father in detail. Give your essay a suitable title.

[40]

OR

5. Most people have wonderful childhood memories. In your essay, describe some of your best memories.

Title your essay: My funniest childhood memories.

[40]

OR

6. Discuss at least THREE problems that had caused a breakdown in discipline in your school and suggest solutions to these problems.

Title your essay: Discipline

[40]

7. Study the following picture and write an essay about it, describing what could have happened before, during and after this incident. Give your essay a suitable title

[40]



Five children die in shack fire, ...

TOTAL: 40



ASSESSMENT RUBRICS: ESSAY AND TRANSACTIONAL**GRADE 9 ASSESSMENT RUBRIC FOR ESSAY****[40 MARKS]**

- Use the rubric below to see how your essay will be scored.
- Marks from 0 – 40 have been divided into FIVE major level descriptors
- In the Content, Language and Style criteria, each of the five level descriptors is divided into upper and a lower-level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower-level division.

CRITERIA		EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
CONTENT AND PLANNING Response and Ideas: – Organisation of ideas for planning. – Awareness of purpose, audience and context. 24 MARKS	Upper level	22 - 24	17 - 19	13 - 14	8 - 9	3 - 4
		- Outstanding/Striking response beyond normal expectations - Intelligent, thought provoking and mature ideas. - Exceptionally well-organised and coherent (connected), including introduction, body and conclusion.	- Very well-crafted response. - Fully relevant and interesting ideas with evidence of maturity. - Very well-organised and coherent (connected), including introduction, body and conclusion.	- Satisfactory response. - Ideas are reasonably coherent. - Reasonably organised and coherent (connected), including introduction, body and conclusion.	- Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence.	- Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	20 - 21	15 - 16	10 - 12	5 - 7	0 - 2
		- 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.	- Well-crafted response. - Relevant and interesting. - Well-organised and coherent (connected), including introduction, body and conclusion.	- Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence (connected), including introduction, body and conclusion.	- Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	- No attempt to respond to the topic. - Completely irrelevant and inappropriate - Unfocused and muddled.

LANGUAGE, STYLE AND EDITING	Upper level	11 - 12	9	6 - 7	4	0 - 2
		- Tone, register, style, and vocabulary highly appropriate to purpose, audience and context. - Language confident, exceptionally impressive. - Compelling and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Very skilfully crafted.	- 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.	- 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.	- 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.	- Tone, register, style, and vocabulary not appropriate to purpose, audience and context. - Language incomprehensible. - Vocabulary limitations so extreme as to make comprehension impossible.
		10	8	5	3	
STRUCTURE	Lower level	- Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	- Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted.	- Adequate use of language with some inconsistencies - Tone generally appropriate - Limited use of rhetorical devices	- Inadequate use of language - Little or no variety in sentences - Exceptionally limited vocabulary	
		4	3	2	1	0
Features of text; Paragraph development and sentence construction		- Excellent development of topic-- - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed.	- Logical development of detail. - Coherent - Sentences, paragraphs logical, varied.	- Relevant details development. - Sentences, paragraphs well-constructed. - Essay makes sense.	- Some valid points. - Sentences, paragraphs faulty. - Essay still makes sense.	- Necessary points lacking. - No indication of sentences and paragraphs. - Essay lacks sense.
12 MARKS						
4 MARKS						
MARK RANGE		34 - 40	26 - 31	17 - 23	9 - 14	0 - 8

TOTAL: 40

