



Annexure A/Bylaag A

MULTILINGUAL CREATIVE WRITING COMPETITION TOPICS

1. AFRIKAANS

INTERMEDIATE PHASE CREATIVE WRITING PROJECT



“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa tene ya moithuti”

AFRIKAANSE SKRYF ONDERWERPE

1. “... en toe word ek wakker. Ek is so bly/ongelukkig dat dit net 'n droom was.”
2. Groepsdruk is erger as ooit tevore
3. Ek maak die deur op 'n skrefie oop. Binnekant is dit pikdonker.
“Wie's daar?”, vra ek bang.
4. Die towerbril
5. ‘... en so beland ons toe in tamatie straat!’
6. Skoonheid vergaan, maar deug bly staan.

MULTILINGUAL CREATIVE WRITING COMPETITION TOPICS

2. ENGLISH

INTERMEDIATE PHASE CREATIVE WRITING PROJECT



“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa tene ya moithuti”

ENGLISH WRITING TOPICS

1. What you would do if you found a magical pair of shoes?
2. Would you rather live in the mountains, beach or on the moon? Explain why.
3. What makes a good friend? Write about your best friend.
4. If you could trade places with anyone in the world, who would it be? Tell how your life would be different.
5. Why is the sky blue?
6. What comes to mind when you think of success?

INTERMEDIATE PHASE CREATIVE WRITING PROJECT

3. ISIXHOSA



“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa tene ya moithuti”

IZINCOKO

1. Isihlangu sam somlingo
2. Ndixolele ukuhlala ezintabeni, elwandle , okanye enyangeni kunokuhlala kwindawo endihlala kuyo ngoku.
3. Umhlobo wam endimthandayo.
4. Ndafumana ukuzola emphefumlweni ukusukela loo mini.
5. Impumelelo isentabeni.
6. Xa unokufumana ithuba lokutshintsha ubomi bakho, unganqwenela ukuba ngubani.

4.SESOTHO

INTERMEDIATE PHASE CREATIVE WRITING PROJECT



“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa tene ya moithuti”

MEQOQO

1. O ka etsang ha o ka thola ka dieta tsa mohlolo?
2. O ka kgetha ho dula mahaeng ho na le ho dula toropong? Kgetha mme o hlalose hobaneng o kgetha sebaka seo.
3. Titjhere eo o e ratang ka ho fetisisa ho tse o rutang ke efe? Ngola ka yona.
4. Ha ho ne ho etsahala hore re iphetole, o ne o ka kgetha ho ba mang lefatsheng ka bophara?
5. Hobaneng ha mookodi o na le mebala e fapaneng?
6. Ha o nahana ka katileho, ke eng eo o ikemiseditseng ho e fihlella selemong see sa 2017? Hlalosa hore o tla etsa eng ho nnetefatsa hore o a e fihl

Annexure B






MULTILINGUAL CREATIVE WRITING COMPETITION SELECTION CRITERIA MATRIX (Total 25)

Min number of words

- Grade 6: 500 words

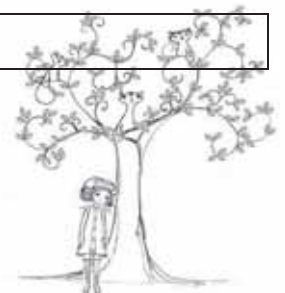


CRITERIA	4	3	2	1
Word Choice 	<ul style="list-style-type: none"> ✓ Words convey the intended message in a precise, interesting and natural way. ✓ The words are powerful and engaging. 	<ul style="list-style-type: none"> ✓ The language is functional, even if it lacks much energy. ✓ It is easy to figure out the writer's meaning on a general level. 	<ul style="list-style-type: none"> ✓ The writer demonstrates a limited vocabulary. ✓ Lack of words to convey specific meaning. 	<ul style="list-style-type: none"> ✓ No evidence of appropriate word choice. ✓ No evidence of pictures in words. ✓ Words used are incoherent.
Sentence Fluency/Expressiveness 	<ul style="list-style-type: none"> ✓ The writing has an easy flow, rhythm, and pace. ✓ Sentences are well structured, with strong and varied arrangement that invites animated reading. ✓ Makes use of Dialogue. 	<ul style="list-style-type: none"> ✓ The text hums along with a steady beat, but tends to be more business-like than musical, more mechanical than fluid. ✓ Makes use of Dialogue. 	<ul style="list-style-type: none"> ✓ The reader has to focus quite a bit as the sentences are hard to understand. ✓ Sentences are either too long, or not well-formed and hard to follow. 	<ul style="list-style-type: none"> ✓ No evidence of sentence fluency. ✓ Events described clumsily. ✓ Sentences written in varying tenses.
Language Structure & Conventions	<ul style="list-style-type: none"> ✓ The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalisation, grammar usage, paragraphing) ✓ Uses conventions effectively to enhance readability. ✓ Story written in the first or third person. ✓ Very few errors. 	<ul style="list-style-type: none"> ✓ The writer shows reasonable control over a limited range of standard writing conventions. ✓ Conventions are sometimes handled well. ✓ Sometimes errors are distracting and impair readability. 	<ul style="list-style-type: none"> ✓ The organisational structure is strong enough to move the reader through the text without too much confusion. ✓ It is possible to follow the story, but there are loose threads or complications that confuse. 	<ul style="list-style-type: none"> ✓ Errors in spelling, punctuation, capitalisation, usage and grammar. ✓ Paragraphing repeatedly distract the reader and make the text difficult to read.
	4	3	2	1
	<ul style="list-style-type: none"> ✓ The format of the text enhances and showcases the central idea 	<ul style="list-style-type: none"> ✓ The writer speaks directly to the reader in a way that is individual, 	<ul style="list-style-type: none"> ✓ The writer seems sincere but not fully engaged or involved. 	

Voice/ Expression <i>(in written format)</i>	<ul style="list-style-type: none"> ✓ or theme. ✓ The order, structure or presentation of information is compelling and moves the reader through the text. ✓ The story is logical and well-developed. 	<ul style="list-style-type: none"> ✓ compelling and engaging. ✓ The writer crafts the writing with an awareness and respect for the audience and the purpose of writing. 	<ul style="list-style-type: none"> ✓ The result is pleasant or even amusing, but not compelling. 	<ul style="list-style-type: none"> ✓ The writer seems indifferent, uninvolved or distanced from the topic and/or audience. ✓ Writing doesn't match content. ✓ No point of view evident. 
	4	3	2	1
Ideas and Content	<ul style="list-style-type: none"> ✓ This piece is clear and focused. ✓ It holds the reader's attention. ✓ Relevant anecdotes and details enrich the central theme. ✓ Characters are consistent, authentic and well developed, plot is engaging. ✓ Story appropriate length. ✓ Story has a suitable title and the name of the author is evident. ✓ Learner (Author) has signed and included an Authenticity Agreement. 	<ul style="list-style-type: none"> ✓ The writer is beginning to define the topic, even though the development is still basic or general. ✓ The story does hold the reader. ✓ Characterisation is a bit thin. ✓ Plot is a bit far-fetched. ✓ Story has a suitable title and the name of the author is evident. ✓ Learner (Author) has signed and included an Authenticity Agreement. 	<ul style="list-style-type: none"> ✓ As yet, the piece has no clear sense of purpose or central theme. ✓ To extract meaning from the text, the reader must make inferences based on sketchy or missing details. Characters/plot far-fetched and flawed. ✓ Story has a title but the name of the author is not clearly visible. ✓ Learner (Author) has signed and included an Authenticity Agreement. 	<ul style="list-style-type: none"> ✓ The writing lacks a clear sense of direction. ✓ Ideas, details or events seem strung together in a loose or random fashion. ✓ There is no identifiable internal structure. ✓ The story has no coherence and does not link. ✓ No evidence of a title and the name of the author not evident. ✓ No evidence of an Authenticity Agreement.
	4	3	2	1
Illustrations/Drawings	<ul style="list-style-type: none"> ✓ Illustrations are colourful and creatively hand drawn. ✓ They add meaning to the story. ✓ Illustrations are accurate to the plot, characters and setting, as well as pleasing to the eye ✓ Illustrations/drawings contribute to the mood of the story. 	<ul style="list-style-type: none"> ✓ Illustrations are colourful and creative. ✓ Illustrations show visual elements lightly such as line, colour and shape. ✓ Illustrations are semi-accurate but still pleasing to the eye. 	<ul style="list-style-type: none"> ✓ Drawings do not support the story. ✓ Pictures/illustrations assist the reader to make meaning of the words in the story. ✓ Illustrations are evident, but have no visual elements such as colour, line or shape. 	<ul style="list-style-type: none"> ✓ No evidence of illustrations. ✓ Illustrations have been printed and are not hand drawn. ✓ Illustrations are not the learner's own.
	1 Bonus mark			
Exceptional creativity	<ul style="list-style-type: none"> ✓ For use of exceptional creativity : _____ 			(TOTAL = 25)

SOURCES: Assessing Writing - from 6+1 Traits of writing/ DBE CAPS Policy Document Grades 4-6

COMMENTS/FEEDBACK:





Creative
writing



Bylaag B

VEELTALIGE SKEPPENDE SKRYFWERK-KOMPETISIE - KEURKRITERIA MATRIKS (Totaal 25)

Minimum aantal woorde

- Graad 6: 500 woorde

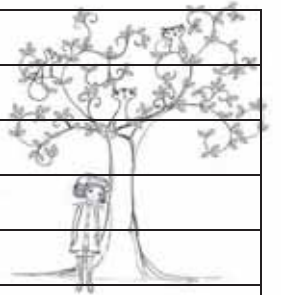


KRITERIA	4	3	2	1
Woordkeuse	<ul style="list-style-type: none"> ✓ Woorde dra die voorgename boodskap op 'n presiese, interessante en natuurlike manier oor. ✓ Die woorde is kragtig en innemend. 	<ul style="list-style-type: none"> ✓ Die taal is funksioneel, selfs al kort dit baie energie. ✓ Dit is maklik om die skrywer se bedoeling in die algemeen te verstaan. 	<ul style="list-style-type: none"> ✓ Die skrywer demonstreer 'n beperkte woordeskat. ✓ Gebrek aan woorde om spesifieke betekenis oor te dra. 	<ul style="list-style-type: none"> ✓ Geen bewys van gepaste woordkeuse nie. ✓ Geen bewys van prente in woorde nie. ✓ Die gebruik van woorde is onsamehangend.
Sinsvloei/Uitdrukkingsvermoë	<ul style="list-style-type: none"> ✓ Die skrywer het 'n maklike vloei, ritme en pas. ✓ Sinstruktuur is goed met sterk en afwisselende rangskikking wat lewendige lees uitlok. ✓ Maak gebruik van dialoog. 	<ul style="list-style-type: none"> ✓ Die teks het 'n bestendige maatslag maar is geneig om meer saaklik as musikaal te wees, meer meganies as vloeibaar. ✓ Maak gebruik van dialoog. 	<ul style="list-style-type: none"> ✓ Die leser moet taamlik fokus aangesien die sinne moeilik is om te verstaan. ✓ Sinne is óf te lank óf nie goed gevorm nie en moeilik om te volg. 	<ul style="list-style-type: none"> ✓ Geen bewys van vlot sinne nie. ✓ Gebeure word lomp beskryf. ✓ Sinne is in verskillende tydsvorme geskryf.
Taalstrukture en -konvensies	<ul style="list-style-type: none"> ✓ Die skrywer demonstreer 'n goeie begrip van standaard skryfkonvensies (bv. spel, leestekens, hoofletters, grammatika, paragrafering). ✓ Effektiewe gebruik van konvensies om die teks meer leesbaar te maak. ✓ Die storie is in die eerste of derde persoon geskryf. ✓ Baie min foute. 	<ul style="list-style-type: none"> ✓ Die skrywer toon redelike beheer oor 'n beperkte reeks standaard skryfkonvensies. ✓ Konvensies word soms goed hanteer. ✓ Foute trek soms die aandag af en belemmer leesbaarheid. 	<ul style="list-style-type: none"> ✓ Die organisatoriese struktuur is sterk genoeg vir die leser om sonder te veel verwarring deur die teks te beweeg. ✓ Dit is moontlik om die storie te volg, maar daar is los drade of komplikasies wat verwarring veroorsaak. 	<ul style="list-style-type: none"> ✓ Foute met spel, leestekens, hoofletters en grammatika. ✓ Paragrafering trek herhaaldelik die leser se aandag af en maak die teks moeilik om te lees.
Stem/Uitdrukking <i>(in geskrewe formaat)</i>	<ul style="list-style-type: none"> ✓ Die formaat van die teks verhoog en stel die sentrale 	<ul style="list-style-type: none"> ✓ Die skrywer spreek direk tot die leser op 'n individuele, boeiende 	<ul style="list-style-type: none"> ✓ Die skrywer kom opreg voor maar is nie ten volle betrokke 	<ul style="list-style-type: none"> ✓ Die skrywer kom onverskillig onbetrokke of gedistansieerd



	<ul style="list-style-type: none"> ✓ idee of tema ten toon. ✓ Die orde, struktuur of aanbieding van inligting is boeiend en die teks lees maklik. ✓ Die storie is logies en goed ontwikkel. 	<ul style="list-style-type: none"> ✓ en innemende manier. ✓ Die skrywer het 'n aanvoeling en respek vir die gehoor en die doel van skryf. 	<ul style="list-style-type: none"> ✓ nie. ✓ Die resultaat is aangenaam of selfs amusant, maar nie boeiend nie. 	<ul style="list-style-type: none"> ✓ van die onderwerp en/of gehoor voor. ✓ Die skryfstyl pas nie by die inhoud nie. ✓ Geen duidelike oogpunt nie.
	4	3	2	1
Idees en Inhoud	<ul style="list-style-type: none"> ✓ Die teks is duidelik en gefokus. ✓ Dit boei die leser. ✓ Relevante staaltjies en besonderhede verryk die sentrale tema. ✓ Karakters is konsekwent, geloofwaardig en goed ontwikkel. Die storielyn is innemend. ✓ Storie is 'n gepaste lengte. ✓ Storie het 'n gepaste titel en die skrywer se naam is sigbaar. ✓ Leerder (skrywer) het 'n Egtheid Ooreenkoms onderteken en ingesluit. 	<ul style="list-style-type: none"> ✓ Die skrywer begin om die onderwerp te definieer selfs al is die ontwikkeling nog steeds basies of algemeen ✓ Die storie boei die leser. ✓ Karakterisering is 'n bietjie dun. ✓ Storielyn is 'n bietjie vergesog. ✓ Die storie het 'n gepaste titel en die naam van die skrywer is sigbaar. ✓ Leerder (skrywer) het 'n Egtheid Ooreenkoms onderteken en ingesluit. 	<ul style="list-style-type: none"> ✓ Die stuk het nie 'n duidelike aanvoeling van doel of sentrale tema nie. ✓ Om betekenis uit die teks te haal moet die leser afleidings maak wat op oppervlakkige of ontbrekende besonderhede gebaseer is. Karakters/storielyn is vergesog en gebrekkig. ✓ Storie het 'n titel maar die naam van die skrywer is nie duidelik sigbaar nie. ✓ Leerder (skrywer) het 'n Egtheid Ooreenkoms onderteken en ingesluit. 	<ul style="list-style-type: none"> ✓ Die skryfwerk ontbreek 'n duidelike gevoel van rigting. ✓ Idees, besonderhede of gebeure word lukraak saamgesnoer. ✓ Daar is geen identifiseerbare interne struktuur nie. ✓ Die storie is onsamehangend en skakel nie in. ✓ Geen titel nie en die naam van die skrywer is nie sigbaar nie. ✓ Geen Egtheid Ooreenkoms nie.
	4	3	2	1
Illustrasies/Tekeninge	<ul style="list-style-type: none"> ✓ Illustrasies is kleurvol en kreatief met die hand geteken. ✓ Dit gee betekenis aan die storie. ✓ Illustrasies is akkuraat volgens die storielyn, karakters en omgewing sowel as 'n lus vir die oog. ✓ Illustrasies/tekeninge dra by tot die atmosfeer van die storie. 	<ul style="list-style-type: none"> ✓ Illustrasies is kleurvol en kreatief. ✓ Illustrasies toon visuele elemente soos lyn, kleur en vorm ligkens. ✓ Illustrasies is semi-akkuraat maar steeds 'n lus vir die oog. 	<ul style="list-style-type: none"> ✓ Tekeninge ondersteun nie die storie nie. ✓ Prente/illustrasies help die leser om die woorde in die storie beter te verstaan. ✓ Illustrasies is sigbaar, maar daar is geen visuele elemente soos kleur, lyn of vorm nie. 	<ul style="list-style-type: none"> ✓ Geen sigbare illustrasies nie. ✓ Illustrasies is gedruk en is nie met die hand geteken nie. ✓ Illustrasies is nie die leerder se eie nie.
	1 Bonuspunt			
Buitengewone kreatiwiteit	<ul style="list-style-type: none"> ✓ Vir gebruik van buitengewone kreatiwiteit: _____ 			(TOTAAL = 25)

KOMMENTAAR/TERUGVOERING:



Creative
writing

ICandelo leKharityhulam yeGET



IMEYITRIKSI YEEKHRAYITHERIYA ZOKUKHETHA KUKHUPHISWANO LOKUBHALA NGOBUCHULE – KWIILWIMI EZININZI



(Amanqaku ewonke 25)

Elona nani lisezantsi lamagama

- IBakala 6: 500 yamagama



IIKHRAYITHERIYA	4	3	2	1
Ukukhetha amagama	<ul style="list-style-type: none"> ✓ Amagama aphuhlisa umyalezo ekujoliswe kuwo ngendlela engqalileyo, enika umdla nangendlela eqhelekileyo. ✓ Amagama anamandla atsala umdla. 	<ul style="list-style-type: none"> ✓ Ulwimi loluseyenziswayo, nkqu nokuba ke alunamandla kakhulu. ✓ Kulula ukuqonda intsingiselo yombhali nje ngokubanzi. 	<ul style="list-style-type: none"> ✓ Umbhali ubonakalisa ukuba nesigama esingaphelelanga. ✓ Kunqongophele amagama okuphuhlisa intsingiselo ethile. 	<ul style="list-style-type: none"> ✓ Akukho bungqina bokukhethwa kwamagama afanelekileyo. ✓ Akukho bungqina bemifanekiso kumagama akhethiweyo. ✓ Amagama asetyenzisiweyo akadibenanga.
Isivakalisi Ukutyibilika kwentetho/Ukucacisa	<ul style="list-style-type: none"> ✓ Umbhalo utyibilika kakuhle, unesingqi nesantya. ✓ Izivakalisi zakhiwe kakuhle, zacwangciswa ngokomeleleyo nangokwahlukeneyo okuvuselela 	<ul style="list-style-type: none"> ✓ Itekisi ivakalisa isandi esitsholo ezantsi esihamba nesingqi esingaguqu-guqukiyo, kodwa esithande ukuba semgangathweni kunokuba nefuthe lomculo, 	<ul style="list-style-type: none"> ✓ Umfundi makaqaphelise noko njengoko kunzima ukuqonda okuqulethwe yintsingiselo yezivakalisi. ✓ Izivakalisi zide kakhulu, okanye 	<ul style="list-style-type: none"> ✓ Akukho bungqina bakutyibilika kwezivakalisi. ✓ Iziganeko zichazwe ngokungenabuchule. ✓ Izivakalisi zibhalwe zikumaxesha

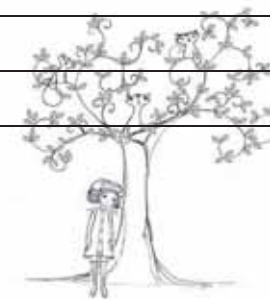
	<ul style="list-style-type: none"> ✓ ukufunda ngokuthakazelayo. Usebenzisa ingxoxo yababini. 	<ul style="list-style-type: none"> ✓ ngokuzenzekelayo kunokuba unesingqi esitshintsha-ntshintshayo. Usebenzisa ingxoxo yababini. 	<ul style="list-style-type: none"> zakhiwe kakuhle yaye kunzima ukuqonda okuqulethwe yintsingiselo yezivakalisi. 	<ul style="list-style-type: none"> ezenzi ahlukeneyo.
	4	3	2	1
<p>Isakhiwo kunye nemigaqo yolwimi</p> 	<ul style="list-style-type: none"> ✓ Umbhali ubonakalisa ukuyiqonda imigaqo yokubhala emiselweyo (umz. Ukupela, iziphumlisi, ukubhala ngoonobumba abakhulu, ukusetyenziswa kwegrama, ukubhala ngemihlathi) ✓ Usebenzisa imigaqo ngempumelelo ukwandisa ukufundeka kokubhaliweyo. ✓ Iballi libhalwe ngendlela kanobalisa yomntu wokuqala okanye wesithathu. ✓ Zimbalwa kakhulu iimpazamo. 	<ul style="list-style-type: none"> ✓ Umbhali ubonakalisa ulawulo olululo lwemigaqo yokubhala emiselweyo anolwazi olungaphelelanga ngayo neyahlukeneyo. ✓ Imigaqo yolwimi ngamanye amaxesha isetyenziswa kakuhle. ✓ Ngamanye amaxesha iziphene ziphazamisa zikwathintela ukufundeka kokubhaliweyo. 	<ul style="list-style-type: none"> ✓ Isakhiwo sesicwangciso nokuqonda intsingiselo yezivakalisi yomelele kangangokuba siyakwazi ukugungqa-gungqisa iimvakalelo zomfundi kwitekisi yonke ngaphandle kwakudidekisa ngqondo kakhulu. ✓ Iballi liyakwazi ukuqondakala, kodwa kukho amasolotya ajingayo okanye izinto ezididekisa ingqondo. 	<ul style="list-style-type: none"> ✓ Iimpazamo kupelo, kwiziphumlisi, koonobumba abakhulu, kusetyenziso kunye nakwigrama. ✓ Indlela ekubhalwe ngayo imihlathi iphazamisa umfundi qho yaye yenza ukuba itekisi kube lula ukuyifunda. 
	4	3	2	1
<p>Ilizwi/Ukucacisa (ngokubhaliweyo)</p>	<ul style="list-style-type: none"> ✓ Ukucwangcisa nokuma kwetekisi kuqaqambisa kubonakalise imbono okanye umxholo oyintloko. ✓ Isicwangciso, isakhiwo okanye ukunikwa kwengcaciso kunamandla yaye kugungqisa iimvakalelo zomfundi kwitekisi yonke. ✓ Iballi liyondelelene yaye liphuhliswe kakuhle. 	<ul style="list-style-type: none"> ✓ Umbhali uthetha nomfundi ngokuthe ngqo emntwini ngamnye, enamandla nembandakanyayo. ✓ Umbhali uqingqa umbhalo ngokwazi yaye ebahlonipha abaphulaphuli nenjongo yokubhala. 	<ul style="list-style-type: none"> ✓ Umbhali ukhangeleka enyanisekile kodwa engazibandakanga okanye engazifakanga ngokupheleleyo. ✓ Isiphumo sihle okanye siyayolisa, kodwa asinamandla. 	<ul style="list-style-type: none"> ✓ Umbhali ukhangeleka engenamandla, engabandakanyeki okanye ethe qelele kwisihloko kunye/okanye kubaphulaphuli. ✓ Akubhalileyo akuhambelani nomxholo. ✓ Akubonakali mbono iphuhliswayo.
	4	3	2	1

limbono nomxholo	<ul style="list-style-type: none"> ✓ Esi siqwengana sicacile sikwangqalile. ✓ Siyawubamba umdla womfundi. ✓ Amabalana ayalisayo neenkukacha ezifanelekileyo zityebisa umxholo oyintloko. ✓ Abalinganiswa bafanelekile, bathembakele yaye babunjwe kakuhle, isakhiwo sebali (iploti) sitsala umdla. ✓ Ibali linobude obufanelekileyo. ✓ Ibali linesihloko esifanelekileyo negama lombhali liyabonakala. ✓ Umfundi (umbhali) usayinile waquka neSiqinisekiso seNtembeko. 	<ul style="list-style-type: none"> ✓ Umbhali uyaqalisa ukuchaza isihloko, nakuba nje isakhiwo sisekumgangatho osezantsi okanye obanzi. ✓ Ibali liyakwazi ukumbamba umfundi. ✓ Ukuzotywa kwabalinganiswa kunciphile noko. ✓ Isakhiwo (iploti) sibaxekile noko. ✓ Ibali linesihloko esifanelekileyo yaye negama lombhali liyabonakala. ✓ Umfundi (umbhali) usayinile waquka nesiQinisekiso seNtembeko. 	<ul style="list-style-type: none"> ✓ Ukuza kuthi ga ngoku, isiqwengana esi asinanjongo okanye mxholo ucacileyo. ✓ Ukufumana intsingiselo kwitekisi, umfundi kufuneka enze uthelekelelo olusekelwe kwiinkukacha ezingaphelelanga okanye ezingekhoyo. ✓ Abalinganiswa/isakhiwo sebali (iploti) ibaxekile yaye ineziphene. ✓ Ibali linesihloko kodwa igama lombhali alibonakali ngokuthe gca. ✓ Umfundi (umbhali) usayinile waquka nesiQinisekiso seNtembeko. 	<ul style="list-style-type: none"> ✓ Oku kubhaliweyo akubonakalisi ntsingiselo kubhekisa kuyo. ✓ Ilimbono, iinkukacha okanye iziganeko zikhangeleka zihlanganiswe zazizinto ezizimeleyo ezithe saa okanye ngokungacwangciswa. ✓ Akukho sakhiwo sangaphakathi siqaphelekayo. ✓ Ibali alilandelelani yaye alinxibelelani. ✓ Akukho bungqina besihloko yaye negama lombhali alikho. ✓ Akukho bungqina bakuqukwa kweSiqinisekiso seNtembeko.
	4	3	2	1
Imifanekiso/Imizobo	<ul style="list-style-type: none"> ✓ Imifanekiso iyimibala-bala yaye izotywe ngobuchule ngezandla. ✓ Yongeza intsingiselo kwibali. ✓ Imifanekiso ifaneleke ngokuchanekileyo nesakhiwo sebali (iploti), abalinganiswa kunye nesimo sentlalo, yaye iyachulumancisa ngembonakalo ✓ Imifanekiso/imizobo ifaka igalelo kwindlela ecacisa indlela ovakalelwa ngayo malunga nebali. 	<ul style="list-style-type: none"> ✓ Imifanekiso iqaqambile yaye yenziwe ngobuchule. ✓ Imifanekiso ibonakalisa iimpawu zokubonakalayo kancinane ezinjengemigca, umbala kwanemilo. ✓ Imifanekiso ayichanekanga ngokugqibeleleyo kodwa noko ikhangeleka imihle emehlweni. 	<ul style="list-style-type: none"> ✓ Imizobo ayiniki ncedo ekucaciseni intsingiselo yebali ✓ Imifanekiso/imizobo iyamnceda umfundi ukufumana intsingiselo yamagama ebalini. ✓ Imifanekiso ikhona, kodwa ayinampawu zibonakalayo ezinjengemibala, imigca okanye imilo. 	<ul style="list-style-type: none"> ✓ Akukho bungqina bemifanekiso. ✓ Imifanekiso iprintiwe ayizotywanganga ngesandla ✓ Imifanekiso ayizotywanganga ngumfundi.
Inqaku lebhonasi eli-1				
Ubuchule obugqwesileyo	<ul style="list-style-type: none"> ✓ Lisetyenziselwa ubuchule obugqwesileyo : _____ 			(AMANQAKU EWONKE = 25)

Iincwadi ezisetyenzisiweyo zezi: Assessing Writing - from 6+1 Traits of writing/ DBE CAPS Policy Document Grades 4-6

AMAGQABANTSHINTSHI/INGCACISO NGOKUQHUBEKILEYO:

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Creative
WRITING



Mawa a tekolo ya ho tshwaya moqoqo wa boiqapelo bakeng sa tlhodisano yah o ngola MOQOQO ka maleme a fapaneng.

Matshwao: 25

Bolelele ba moqoqo e be bonnyane mantswa a 500

Mophato wa botshelela (Grade 6)



MAWA A TEKOLO	4	3	2	1
Kgetho ya mantswa 	<ul style="list-style-type: none"> ✓ Mantswa a sebedisitsweng a fetisa molaetsa ka tsela e hapang, ya boiqapelo ebile e hlakileng. ✓ Mantswa a matla ebile a hohelang. 	<ul style="list-style-type: none"> ✓ Puo e a babatseha le ha e hloka sefutho se lekaneng. ✓ Ho bonolo ho utlwisisa moelelo wa seo mongodi a buang ka sona ka kakaretso. 	<ul style="list-style-type: none"> ✓ Mongodi o bontsha kgaello ya puo. ✓ Kgaello ya mantswa ho totobatsa moelelo o itseng. 	<ul style="list-style-type: none"> ✓ Ha ho bopaki ba kgetho ya mantswa ka nepo. ✓ Ha ho bopaki ba karaburetso ya pono. ✓ Mantswa a sebedisitsweng a hloka kgokahano.
Boleng le moro wa dipolelo tse sebedisitsweng 	<ul style="list-style-type: none"> ✓ Mongolo o a lelemela mme o na le morethetho. ✓ Dipolelo di bopilwe hantle hoo di hohelang maikutlo a mmadi. ✓ O sebedisitse puisano. 	<ul style="list-style-type: none"> ✓ Temana e lelemela ha monatjana e tsamaya e fana ka morethetho ha ka nako enngwe e batla e teba. ✓ O sebedisitse puisano. 	<ul style="list-style-type: none"> ✓ Mmadi o lokela ho tsepamisa maikutlo ka ha ka dinako tse ding ho le thata ho utlwisisa dipolelo. ✓ Dipolelo di batla di le telele haholo kapa di sa boptjwa ka nepo mme hoo ho etsa hore di se balehe ha bonolo 	<ul style="list-style-type: none"> ✓ Ha ho boipababolo ba ho bopa dipolelo. ✓ Diketsahalo di hlahositswe hamper feela. ✓ Dipolelo dingotswe ka tshebediso ya makgathe a fapaneng.
Tshebediso ya puo	<ul style="list-style-type: none"> ✓ Mongodi o bontsha boiphihlelo bo kgabane ba tshebediso ya matshwao a ho bala le ho ngola. (e.g. mopeleto, tshebediso ya ditlhaku tse kgolo le tse nyane, tshebediso ya puo le ho etsa 	<ul style="list-style-type: none"> ✓ Mongodi bontsha boiphihlelo bo lekaneng ba tshebediso e amohelehileng ya matshwao a ho bala le ho ngola. ✓ Matshwao a ho bala le 	<ul style="list-style-type: none"> ✓ Mokgwa oo moqoqo o hlophisitsweng ka teng o ntlafetse mme o etsa hore mmadi a tswelle hantle ntle le pherekano ya letho. ✓ Ho a kgonahala ho latela pale le ha ho na le dintho 	<ul style="list-style-type: none"> Diphoso tsa mopeleto, ditlhaku tse kgolo, puo le tshebediso ya yona. ✓ Diratswana kamehla di etsa mmadi a ferekane mme hape di etse pale e be thata ho baleha.

	diratswana)	ho ngola a sebediswa ka nepo ka nako tse ding. ✓ Ka dinako tse ding diphoso di a sitisa mme di etse mosebetsi o se ke wa baleha.	tse ferekanyang le ho thatafalletsa mmadi.	
	4	3	2	1
Lentswe/ Maikutlo/ Boitlhaloso (Ka mokgwa wa ho ngola)	<ul style="list-style-type: none"> ✓ Sebopeho sa tema se ntlafatsa le ho bontsha seo e leng mookotaba wa sehlooho. ✓ Tlhahlamano, sebopeho le mokgwa oo pale e ngotsweng ka teng, di baka mmadi a natefelwe hape tswelle pele ho bala tema. ✓ Pale e radilwe hantle mme le dintlha di a hlahlamana. 	<ul style="list-style-type: none"> ✓ Mongodi o bua le mmadi ka mokgwa o ikgethileng o hohelang le ho hapa maikutlo. ✓ Mongodi o rala moqoqo wa hae ka kelohlolo le tlhomphe e kgolo ho mokgopi/babadi le seo e leng sepheo sa ho ngola. 	<ul style="list-style-type: none"> ✓ Mongodi o utlwahala a ikokobeditse mme a sa hlahise ntlhakemo ya hantle. ✓ Diphetho di a kgotsofatsa mme ka dinakop tse ding di a qabola le ha di se na tshusumetso. 	<ul style="list-style-type: none"> ✓ Mongodi o batla a tswile lekoteng mme molaetsa o sa utlwahale hantle ho babadi. ✓ Ha ho kgokelano le sehlooho. ✓ Ha ho utlwahale ntlhakemo ya mogodi.
	4	3	2	1
Dintlha le Mookotaba	<ul style="list-style-type: none"> ✓ Tema e hlakile ebile e tobile. ✓ E hohela mmadi. ✓ E totobetse hape e nontsha seo e leng mookotaba wa sebele. ✓ Dibapadi ke tsa nnete mme di sebedisitse hantle. Poloto e fana ka morolo le mahlahlaha. ✓ Bolelele ba pale ke boleaneng hantle. ✓ Pale e na le sehlooho se tshwanelehileng mme le lebitso la mongodi le a bonahala. ✓ Mongodi e leng moithuti o tekenne le ho fana ka bopaki ba tumellano ya hore mosebetsi ke wa hae. 	<ul style="list-style-type: none"> ✓ Mongodi o qala ho hlalosa sehlooho le ha ho bonahala hore e sa le qalong ya pale. ✓ Pale e na le kgohelo ho mmadi. ✓ Boitlhaloso ba dibapadi bo batla bo fokola. ✓ Poloto e batla e sa hlaka hantle. ✓ Pale e na le sehloho se tshwaneheile le lebitso la mongodi le hlakile. ✓ Mongodi e leng moithuti o tekenne le ho fana ka bopaki ba tumellano ya hore mosebetsi ke wa hae. 	<ul style="list-style-type: none"> ✓ Ho fihlella mona pale ha e fane ka molaetsa o utlwahalang le oo tema e reretsweng hona. ✓ Ho fumana molaetsa wa tema mmadi o lokela ho ipatlela ka ha ka ha ho se kgokahano e ntle pakeng tsa poloto le dibapadi hape ho utlwahala ho na le dintlha tse sieletsweng ke mongodi . ✓ Pale e na le sehlooho feela lebitso la mongodi ha le hlahelle hantle. ✓ Moithuti (mongodi) o tekenne mme a etsa netefaleto ya hore mosebetsi ke wa hae. 	<ul style="list-style-type: none"> ✓ Mongodi ha o a hlaka hore o lebisitse kae. ✓ Dintlha dibehilwe ka tselo e bohlaswa. ✓ Ha ho na moralo o tsepameng ebile o bonahalang wa mosebetsi. ✓ Pale ha e na kgokelano mme ha e nyalane. ✓ Ha ho bopaki ba sehloho hape le mongodi ha a tsebisahale. ✓ Ha ho bopaki ba tumellano ya hore mosebetsi ke wa moithuti.
	4	3	2	1
Ditshwantsho/metako	<ul style="list-style-type: none"> ✓ Metako e mebalabala mme e radilwe ka letsoho. ✓ E tlisa moelelo ho sehloho. ✓ Metako e tobane le poloto, dibapadi, le tikoloho mme ka hoo e kgahla mahlo. 	<ul style="list-style-type: none"> ✓ Metako e mebalabala hape di bontsha boiphihlelo. ✓ Ditshupiso di bontsha dintlha tse kang mela, mebala le sebopeho. 	<ul style="list-style-type: none"> ✓ Metako ha e tshehetse pale. ✓ Ditshwantsho /ditshupiso di thusa mmadi ho utlwisisa moelelo wa pale. ✓ Metako e hlakile feela ha e 	<ul style="list-style-type: none"> ✓ Ha ho bopaki ba metako. ✓ Metako e entswe le ha e sa ralwa ka letsoho. ✓ Metako e entsweng ha se ya moithuti.

	✓ Metako/ ditshwantsho di tlatsetsa ho boemo ba pale.	✓ Metako e batla e sa nepahala ka ho phethahala le ha e kgahla mahlo.	bontshe dintho tse kang mmala, mola le sebopeho.	
Boiphihlelo bo fetisitseng	Bakeng sa tshebediso ya makgabane a ikgethileng a moithuti.			

PHEPELO KA MOSEBETSI:





ANNEXURE C

MULTILINGUAL CREATIVE WRITING COMPETITION

From the pen of the learner”
“Ngosiba Lomfundi”
“Uit die pen van die leerder”
“Ho tswa molomong wa tene ya moithuti”

School, District & Provincial Process			
Step	Action	Competition & Shortlisting Dates	Responsibility
1	Grade Competition Writing & Assessment	From 06 Feb to 17 March 2017	IP Language Teachers per school.
2	Schools forward winners to districts	From 24 March to 30 March 2017	Languages HODs
3	Selection of District winners	From 18 April to 11 May 2017	InterSen Languages Subject Advisers.
4	Districts forward winners to Province	From 15 May to 19 May 2017	Intersen Languages Subject Advisers.
5	Selection of Provincial winners	From 22 May to 15 June 2017	Provincial Stakeholders & Languages Specialists.
6	Printing processes & other logistics	19 June to 01 September 2017	Provincial Stakeholders & Languages Specialists.



Annexure D/Bylaag D

REGISTRATION FORM/REGISTRASIEVORM

GRADE 6 MULTILINGUAL CREATIVE WRITING GRAAD 6 VEELTALIGE SKEPPENDE SKRYFWERK

EDUCATION DISTRICT	
ONDERWYSDISTRIK	

NAME OF SCHOOL	
NAAM VAN SKOOL	

PRINCIPAL'S CONTACT NO	
SKOOLHOOF SE KONTAKBESONDERHEDE	

PRINCIPAL'S SIGNATURE	
HANDTEKENING VAN SKOOLHOOF	

DATE	
DATUM	