



Department of Education

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REPUBLIC OF SOUTH AFRICA

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CHIEF DIRECTORATE: CURRICULUM MANAGEMENT SERVICES

TERM 3 - TASKS 6 & 7 CREATIVE WRITING PROJECT

GRADE 7

ENGLISH HL & FAL

TASKS 6 & 7: PROJECT - POETRY

LEARNER'S WORKBOOK

LEARNER : _____
SCHOOL : _____
LEO : _____
DISTRICT : _____
DATE : 15 August 2025 – 12 September 2025
DURATION : 6 WEEKS

TERM 3 PROJECT	TOTAL MARKS	ACTUAL MARKS
1. Task 6 - Stage 1 Research	20	
2. Task 6 - Stage 2 Writing	30	
3. Task 7 - Stage 3 Oral Presentation	20	

Background

1. Projects are Tasks in which learners illustrate or apply knowledge that they have gained in class using different sources.
2. In Languages, the Term 3 Project consists of Research, Writing and Oral Presentation. Projects may involve aspects of investigation, interviews and research.
3. Learners can do projects individually or in groups, but with **support and guidance from the teacher**. The teacher directs the choice of the project, usually by providing the learners with a topic or brief for the research / investigation.
4. **Each learner must submit his/ her own stages in Tasks 6 and 7 Project for compliance and accountability.**
5. Teachers can assess different stages of projects separately, or the entire project.
6. Assessment of projects should be based on the understanding of content, application of skills and values applicable in a relevant context and may vary in extent.
7. Projects may be done over a period of time. Issues of inclusivity should be factored in. Assessment tools of projects could be a combination of a rubric, memorandum/marking guidelines, checklist, etc.
8. The Term 3 project will be administered as follows:

Task 6: Stage 1 Research. (20 Marks) - *By 01.08.2025*

Learners do research on their project.

-Assessment Tool – Memorandum.

Task 6: Stage 2 Writing. (30 Marks) - *By 29. 08. 2025*

Learners engage in the write – up of their project

Follow the writing process. (First draft and Final draft)

– Assessment tool: Rubric

Task 7: Stage 3 Oral: Oral presentation of the creative writing project. (20 Marks)

- Appropriate Structure: introduction, body and conclusion
 - Presents central idea and supporting details
 - Shows evidence of research/investigation
 - Uses appropriate body language and presentation skills, e.g. makes eye contact, volume, etc.
- Assessment tool: Rubric

NB!!! Use additional writing materials and resources to complete the project.

Task 6: Stage 1 Research**Research Question:** What are the features of a poem?

Find the suitable sources to answer the following research questions.

1. What is poetry?

(1)

2. When did people start creating poems? Why?

(2)

3. What do we call 'sentences' and 'paragraphs' in a poem?

(2)

4. Name and explain three kinds of poems?

(6)

5. Give the title and the poet of the poem you have chosen.

(2)

6. Identify the rhyming words from a particular stanza. Which number is the stanza you have chosen?

_____ (2)

7. Identify the figure of speech from the poem. Name the stanza's number.

_____ (1)

8. Briefly tell us what the poem is all about?

_____ (1)

9. What is the message of the poem?

_____ (1)

10. Will you recommend this poem to your friend? Why?

_____ (2)

[20]

REFERENCES

Book	Author
NECT Term 3 Planner and Tracker (Page 66 – 68)	DBE

LEARNER'S MARK	/ 20
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Task 6: Stage 2 Writing

Choose **ONE** topic.

1. Write your own **poem** of 4 to 5 stanzas. Give your poem a title.

OR

2. Write a **dialogue** of 110 – 120 words between you and your best friend whereby you outline the importance of poetry.

☺ The interview may include title, favourite part, messages, figures of speech, funniest/saddest quotations.

☺ (Give reference to the sources / Visit a prominent member of the community.)

OR

3. Design a Tri-Fold **brochure** whereby you promote your favourite poem.

☺ Use drawings and colours to make the brochure attractive and interesting.

☺ Brochure is an informative paper or document.

☺ Hold the A4 paper vertically and fold into three equal pieces, page 1 Title and poet, page 2 quote/s, page 3 summary of 3 – 4 lines, page 4 short message and page 5 reasons for reading poetry and rating/s.

First draft

Final draft

[illegible]

[illegible]**Marks: 30**

Tri-Fold brochure template

Page 1			Page 2		
Right Inside flap (Characters & setting)	Back (Rating)	Front (Title and author)	Inside left (Beginning)	Inside middle (Middle)	Inside right (End)

NB!!! Use separate A4 pages for this activity.

REFERENCE

Book	Author
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ASSESSMENT RUBRIC FOR TASK 6: WRITING

Task 6: Stage 2 Writing	Tick the correct topic	1	2	3
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Marks: 30

Category	Level 4	Level 3	Level 2	Level 1
Marks	4	3	2	0 - 1
Use of correct format.	Successfully uses the correct format.	Correct format is used most of the time.	Some correct use or format.	Little or no use of text type.
Marks	10 - 11	8 - 9	6 - 7	0 - 5
Use of language structures in context	Excellent use of a wide range of language structures in context; correct and varied use of vocabulary.	Good use of a range of language structures in context; correct and varied use of vocabulary	Some use of language structures; some language structures used incorrectly; limited vocabulary	Poor or non-existent use of language structures or language structures are used incorrectly; very limited vocabulary
Marks	10 - 11	8 - 9	6 - 7	0 - 5
Content	Ideas are expressed creatively; all content is relevant to the topic and is well organised.	Ideas are expressed creatively; most content is relevant to the topic, and is well organised	Lacks creativity; content is sometimes relevant to the topic, poor organisation of content	Lacks creativity; content is mostly not relevant to the topic, little or no organisation of content
Marks	4	3	2	0 - 1
Writing Process	Shows sufficient evidence of using the writing process: prewriting/planning, drafting, revising, editing	Shows evidence of using the writing process: prewriting/planning, drafting, revising, editing	Shows some evidence of using the writing process: prewriting/planning, drafting, revising, editing	Shows little evidence of using the writing process; prewriting, drafting, revising, editing.
				30 Marks

LEARNER'S MARK	/ 30
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TASK 7 PROJECT: Stage 3 - Oral presentation of the Creative Writing Project

Choose **ONE** topic from these:

1. Tell us about your poem / recite your poem.
2. Role play / dialogue: Tell us about the importance of poetry.
3. Promote poetry reading as you have developed a Tri-fold brochure in stage 2.

Instructions

1. Use cue cards to refer to the main points of the presentation.
2. Learners may use A4 pages divided and cut into 4–6 pieces to write the main points.
3. Give attention to the following: Appropriate structure, central idea and supporting details, picture clues, demonstrations, connections, fluency, audibility and relevant content.

Date: _____

ASSESSMENT TOOL: RUBRIC**MARKS: 20**

CRITERIA	LEVEL 4: 4 MARKS	LEVEL 3: 3 MARKS	LEVEL 2: 2 MARKS	LEVEL 1: 1 MARK
Preparation - Appropriate structure: Introduction, body and conclusion.	Outstanding appropriate structure: Introduction, body and conclusion	Good appropriate structure: Introduction, body and conclusion.	Reasonable appropriate structure: Introduction, body and conclusion.	More appropriate structure: Introduction, body and conclusion needed. Limited knowledge of the topic.
Content (Presents central idea and supporting details)	Impressive work.	Sufficient work done.	Some evidence of research is done.	Poor evidence
Voice projection and posture. (fluency, clear voice, tone, pauses, eye contact and gestures/body language)	Outstanding confident speaker.	Good speaking skills.	Adequate confidence and insufficient use of gestures.	Finds it difficult to speak and tends to shy away.
Shows evidence of research / investigation. Use of notes and visual or other aids/ cue cards etc.	Outstanding use of aids.	Good use of aids	Limited use of aids	No attempt
Audience awareness. Uses appropriate body language and presentation skills. (Makes eye contact)	Engages very well with the audience. Excellent rapport.	Appropriate rapport with the audience.	Adequate rapport with audience.	Little audience rapport
MARKS (20)	Comments:			
Total Marks:				/20

STAPPLE / PLACE / ATTACH YOUR CUE CARDS FOR ORAL PRESENTATION HERE
