



CHIEF DIRECTORATE: CURRICULUM MANAGEMENT SERVICES

TERM 3: TASKS 6 & 7
LITERATURE CREATIVE LITERATURE PROJECT

GRADE 8

ENGLISH HL & FAL

TASK 6 & 7: PROJECT – FOLKLORE

08 August 2025 – 12 September 2025

LEARNER : _____
SCHOOL : _____
LEO : _____
DISTRICT : _____

DATE : **08 August 2025 – 12 September 2025**
DURATION : **6 WEEKS**

TERM 3 PROJECT	TOTAL MARKS	LEARNER'S MARK
1. Task 6 - Stage 1 Research	10	
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. There is one creative writing project per year per Grade in Term 3.
3. Projects may involve aspects of investigation and/or research.
4. Learners can do projects individually or in groups, **but with some support and guidance from the teacher.**
5. The teacher **directs the choice of the project**, usually by providing the learners with a topic or brief for the investigation.
6. Teachers can assess different stages of projects separately, or the entire project.
7. 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.
8. Projects may be done over a period.
9. Issues of inclusivity should be factored in.
10. Assessment tools of projects could be a combination of rubric, memorandum, checklist, etc.

Term 3 project will be administered as follows:

🌀 Task 6: Stage 1 Research. (20 Marks)

1. Learners do research on their project.
2. Assessment Tool – Memorandum
3. **Due date: 04.08.2025**

🌀 Task 6: Stage 2 Writing. (30 Marks)

1. Learners engage in the write – up of their project.
2. Follow the writing process. (First draft and Final draft)
3. Assessment tool – Rubric
4. **Due date: 29. 08. 2025**

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

1. Appropriate Structure: Introduction, body and conclusion
2. Presents central idea and supporting details
3. Shows evidence of research/investigation
4. Uses appropriate body language and presentation skills, e.g. makes eye contact, volume.
5. Assessment tool: Rubric

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

Task 6 Stage 1 Research

Find the suitable sources to answer the following questions.

Use separate answer sheets.

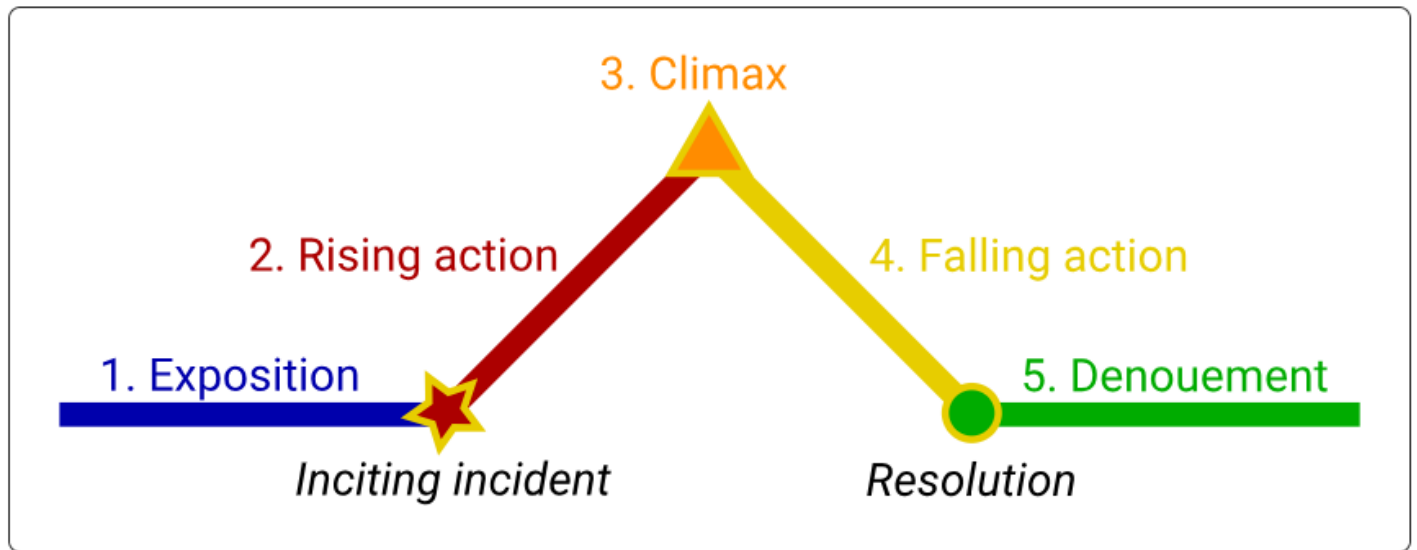
- 1.1 What is a folklore? (2)
- 1.2 Why were folklore stories passed to the younger generations? (2)
- 1.3 Give TWO characteristics of folklores? (2)
- 1.4 Briefly explain the following.
- 1.4.1 Fairy tales (1)
- 1.4.2 Fables (1)
- 1.4.3 Legends (1)
- 1.5.1 Give the title and author of the folklore you have read? (2)
- 1.6 How are folktales a form of cultural transmission? (2)
- 1.7 Reflect on how folktales shape values and beliefs across different societies? (2)
- 1.8 Consider the increasing influence of global media; do you think traditional folktales are still relevant in today's setting? Give three reasons. (3)
- 1.9 What is the message of the folklore story you read? (2)

[20]

BIBLIOGRAPHY / RESOURCES

WRITER	TITTLE	PUBLICATION DATE	PLACE	PUBLISHER
J. Khula	The Bean Counter	20 May 2016	Cape Town	Penguin
1.				
2.				

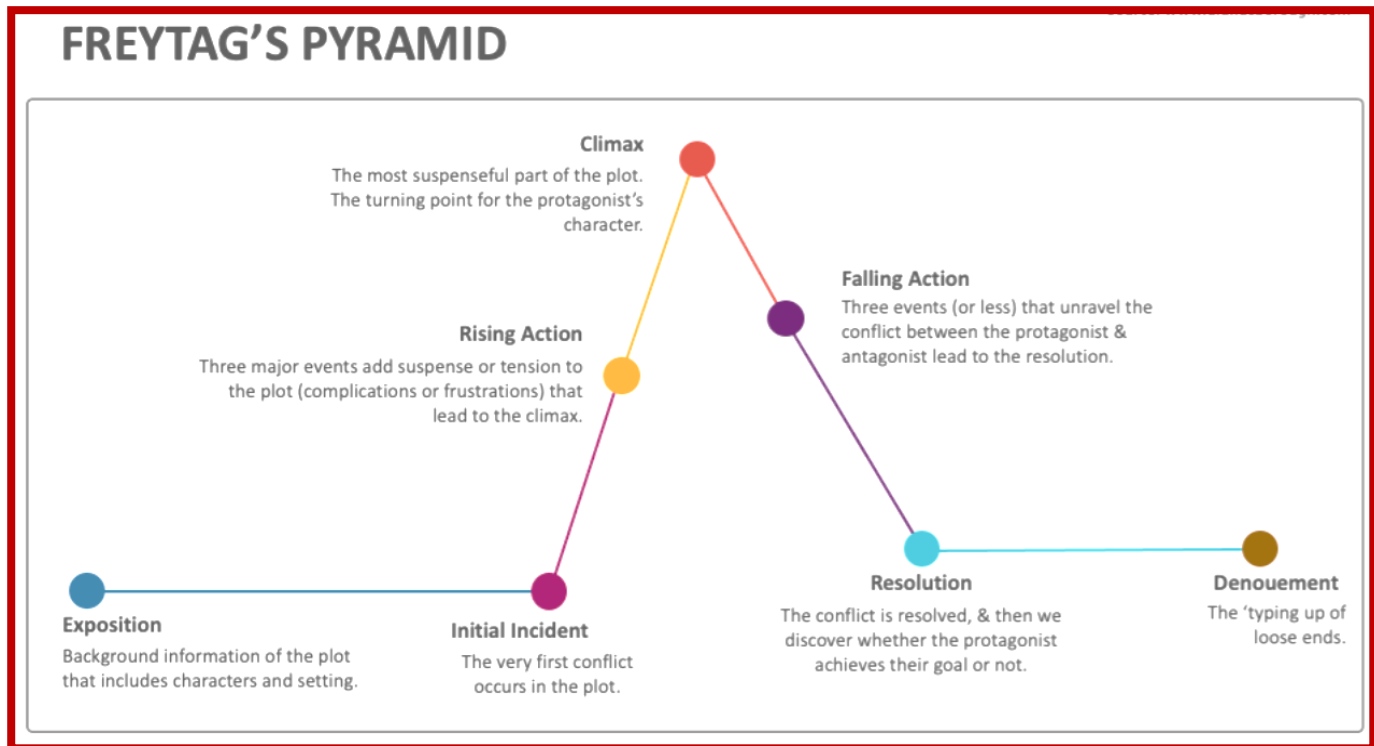
LEARNER MARK	/ 20
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Task 6 Stage 2 Writing

Choose **ONE** topic.

1. Write your own folklore in 120 – 140 words.
- 🌀 Give your story a topic.



OR

2. Write a **newspaper article of 120 – 140 about current event (s) taking place which you can relate to the folklore story (stories).**

- 🌀 Write your own title.
- 🌀 Refer to sources / Visit a prominent member of the community

OR

3. Design a **Tri Fold brochure** whereby you promote the sale of your favourite folklore story.
- 🌀 Use drawings and colours to make the brochure attractive and interesting.
 - 😊 A brochure is an informative paper or document.
 - 😊 Hold the A4 paper vertically and fold into three equal pieces, page 1 Title and author, page 2 quote, page 3 summary of 3 – 4 lines, page 4 short message and page 5 reasons for reading the story and rating.

First draft

[illegible]

[illegible]

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.

Book	Author

ASSESSMENT RUBRIC FOR TASK 6 STAGE 2 WRITING**Marks: 30**

Category	Level 4	Level 3	Level 2	Level 1
30 Marks				
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 organized.	Ideas are expressed creatively; most content is relevant to the topic, and is well organized	Lacks creativity; content is sometimes relevant to the topic, poor organization of content	Lacks creativity; content is mostly not relevant to the topic, little or no organization 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/	Shows little evidence of using the writing process; prewriting, drafting,

			planning, drafting, revising, editing	revising, editing.
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Stage 1: Grand Total	30
Learner's actual marks	

Learner name: _____ Date: _____

TASK 7 PROJECT: Stage 3 - Oral presentation of Creative writing project

Choose **ONE** topic.

1. Give an **oral presentation of the folklore** story you wrote.
2. Give **a book review of the folklore story** you read.
3. Promote an interesting folklore story using the **Tri Fold brochure you** created.
4. **Role play:** Give a role play of the folklore story you read.

Instructions

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

ASSESSMENT TOOL: RUBRIC

MARKS: 20

CRITERIA MARKS (20)	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
Comments				
Total Marks:				/20

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