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12/2/8/13
Enquiries: L Ngondo
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Curriculum GET Minute: DCG 0001/2018

To: Deputy Directors-General, Chief Directors, Directors, Deputy Directors (Head Office and district offices), Heads: Curriculum Support, Heads: Learner Support, Circuit Managers, Chief Education Specialists, Deputy Chief Education Specialists and Principals of primary schools

Subject: Call to schools to register for 2018 Grade 6 Multilingual Creative Writing Competition

1. The Western Cape Education Department (WCED) in collaboration with the Pan South African Language Board (PanSALB), the Centre for the Book, the Department of Cultural Affairs and Sport (DCAS), the City of Cape Town, the Library Service of DCAS, the Afrikaanse Taalraad, the Publishers' Association of South Africa (PASA) and Education Library and Information Services (EDULIS) will once again host a Grade 6 Multilingual Creative Writing Competition in 2018.
2. The purpose of the competition is to strengthen the process of creative writing in young learners and to create a love and an interest for sharing experiences through the process of writing.
3. As Creative Writing forms part of the content in the Curriculum and Assessment Policy Statement (CAPS), teachers may use the marks attained in the competition towards the first Formal Assessment Task (FAT) for Term 1, which is a school-based assessment in Creative Writing.
4. The WCED hopes that this event will motivate Grade 6 Language teachers to encourage their learners to participate in this process.
5. The competition will be conducted in the home language of learners.
6. The winning essays will be published in a multilingual story book titled ***From the Pen of the Learner***.

7. Workshops will be organised by the Language subject advisors in districts with the view to support schools with the preparation and execution of the competition.
8. **The competition process**
 - 8.1 There is a choice of narrative and descriptive topics attached as **Annexure A**.
 - 8.2 Learners are expected to write the draft as well as the final essay/story in an A5 exercise book according to the set criteria in Annexure B and teachers are expected to mark the written work according to the marking matrix in **Annexure B** by mid-March 2018.
 - 8.3 Teachers must select their best **(i.e. only one)** essay/story that they will enter at district level.
 - 8.4 Schools must submit the draft as well as the final creative writing piece in an A5 exercise book to the General Education and Training (GET) coordinator in the district **by no later than 23 March 2018**. The contact list of GET Coordinators appears in the table below.
 - 8.5 The District Selection Team will shortlist the **three (i.e. one per language)** best essays/stories and forward it to the Provincial Creative Writing Committee that will select the **eighteen best essays/stories**, i.e. five per language group including three for Sesotho.
 - 8.6 The eighteen best essays/stories will be published in a multilingual storybook.
 - 8.7 All participating schools will receive a copy of the multilingual storybook.
 - 8.8 Both the winning learner and the school will receive noteworthy prizes, which will be presented at a provincial book launch and gala event to be held in September 2018.
9. Please find attached a schedule of the competition dates in **Annexure C**.
10. Principals are requested to register their schools in good time as this will guide the competition logistics.
11. The registration form (**Annexure D**) must be submitted by **Tuesday, 02 February 2018** to the relevant GET coordinator.

District	Coordinator	Tel.	Email	Fax
Metro Central	Avrille Morgendal	021 514 6770	Anna.Morgendal@westerncape.gov.za	086 236 1892
Metro North	Malefo Makena	021 938 3104	Malefo.Makena@westerncape.gov.za	021 938 3183
Metro East	Benjamin Crombie	021 900 7051	Benjamin.Crombi@westerncape.gov.za	086 664 2631
West Coast	Ursula Esau	021 860 1569	Ursula.Esau@westerncape.gov.za	086 7316639
Cape Winelands	Edgar Johannes	023 348 0605	Edgar.Johannes@westerncape.gov.za	086 555 0261

Eden & Central Karoo	Ulande Europa	044 803 8400	Ulande.Europa@westerncape.gov.za	086 603 7615
Metro South	Lorraine Bailey	021 370 2041	Lorraine.Bailey@westerncape.gov.za	021 372 1856
Overberg	James Daniels	028 214 7363	James.Daniels@westerncape.gov.za	028 214 7400

12. Principals are kindly requested to bring the content of this minute to the attention of all the Grade 6 Language teachers and learners.

SIGNED: PAD BEETS

DEPUTY DIRECTOR-GENERAL: CURRICULUM AND ASSESSMENT MANAGEMENT

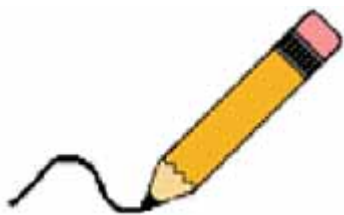
DATE: 2018-01-19

Annexure A

INTERMEDIATE PHASE CREATIVE WRITING PROJECT

MULTILINGUAL CREATIVE WRITING COMPETITION TOPICS

1. AFRIKAANS



“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa pene ya moithuti”

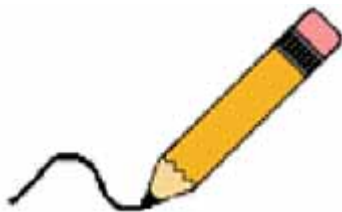
AFRIKAANSE SKRYFONDERWERPE

1. Die dag toe ouma en oupa geleer het om SMS'e of WhatsApp-boodskappe te stuur
2. Dis pikdonker. Ek maak die deur op 'n skrefie oop.
“Wie's daar?” vra ek ...
3. Wees dankbaar
4. 'n Boelie delf die onderspit
5. Dit was nie ek nie!
6. Slaaptyd en ander belaglike grootmensidees
7. Ek wou die kraan oopdraai en toe is daar niks
8. Niemand wou na my luister nie
9. Genoeg is genoeg!
10. Gelukkig was dit net 'n droom



MULTILINGUAL CREATIVE WRITING COMPETITION TOPICS

2. ENGLISH



"From the pen of the learner"

"Ngosiba Lomfundi"

"Uit die pen van die leerder"

"Ho tswa molomong wa pene ya moithuti"

ENGLISH WRITING TOPICS

1. A day without my cellphone
2. Meeting myself in the future
3. "It was less than a second, maybe half a second, but it changed everything."
4. If you could be invisible what would you do and why?
5. I couldn't stop laughing
6. A really spooky story
7. The Western Cape is experiencing a drought.
Write a story from the perspective of an animal that spends the majority of its life in water.
8. Outside the window
9. I wanted a puppy, but my dad brought me a ...
10. Your story needs to include this line (either at the beginning, the middle, the end or somewhere in between): **"... but if anyone asks, tell them we're fine."**



MULTILINGUAL CREATIVE WRITING COMPETITION TOPICS

3. ISIXHOSA



“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa pene ya moithuti”

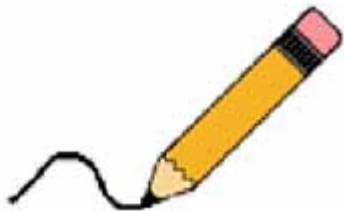
IZINCOKO

1. Ifuthe leteknoloji kubomi bethu
2. Ibali elinobunyani endingakwaziyo ukulilibala
3. Ubuncwane bolwimi
4. Loo myalezo we-‘sms’ wabutshintsha ubomi bam
5. Amalungelo noxanduva
6. Unyamezelwano phakathi kwabemi boMzantsi Afrika nabangaphandle. Xoxa
7. Ndazama ukuvula itephu... cwaka amanzi ukuphuma
8. Ukhuseleko lwabantwana



MULTILINGUAL CREATIVE WRITING COMPETITION TOPICS

4. SESOTHO



“From the pen of the learner”

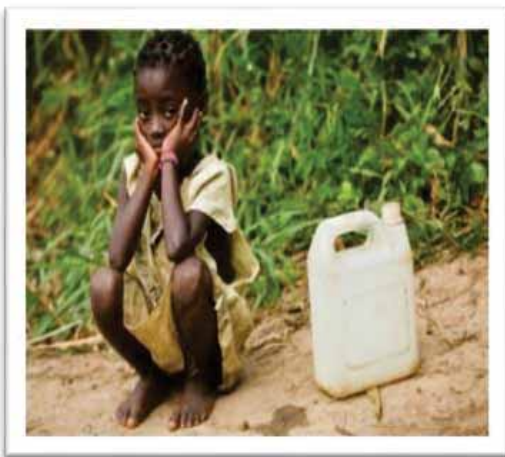
“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa pene ya moithuti”

MEQOQO

1. Tshusumetso ya tekginiki maphelong a rona.
2. Pale ya nnete eo nka e phetang.
3. Monate wa puo.
4. Molaetsa oo wa 'SMS' o fetotse bophelo baka.
5. Ditokelo le boikarabelo.
6. Phedisano mmoho le mamellano le baahi ba tswang ka ntle ho naha.
7. Tshireletseho ya bana.
8. Metsi mohlodi wa bophelo.





MULTILINGUAL CREATIVE WRITING COMPETITION SELECTION CRITERIA MATRIX (Total 25)

Min number of words

- Grade 6: 500 words (minimum)



CRITERIA	4	3	2	1
Word choice / vocabulary	- Words convey the intended message in a precise, interesting and natural way. - The words are powerful and engaging.	- The language is functional, even if it lacks much energy. - It is easy to figure out the writer's meaning on a general level.	- The writer demonstrates a limited vocabulary. - Lack of words to convey specific meaning.	- No evidence of appropriate word choice. - No evidence of pictures in words. - Words used are incoherent.
	4	3	2	1
Sentence fluency/expressiveness	- 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.	- 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.	- 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.	- No evidence of sentence fluency. - Events described clumsily. - Sentences written in varying tenses.
	4	3	2	1
Language structure & conventions	- The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalisation, grammar usage, paragraphing) - Uses conventions effectively to enhance readability.	- 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.	- 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.	- Errors in spelling, punctuation, capitalisation, usage and grammar. - Paragraphing repeatedly distract the reader and make the text difficult to read.

	✓ Story written in the first or third person. ✓ Very few errors.			
	4	3	2	1
Tone (in written format)	✓ The format of the text enhances and showcases the central idea 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.	✓ The writer speaks directly to the reader in a way that is individual, compelling and engaging. ✓ The writer crafts the writing with an awareness and respect for the audience and the purpose of writing.	✓ The writer seems sincere but not fully engaged or involved. ✓ The result is pleasant or even amusing, but not compelling.	✓ 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
Content	✓ The 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.	✓ 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.	✓ 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.	✓ 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	✓ 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	✓ 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.	✓ 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.	✓ No evidence of illustrations. ✓ Illustrations have been printed and are not hand drawn. ✓ Illustrations are not the learner's own.

	the mood of the story.			
Evidence of planning	1 Mark			
TOTAL	(25)			

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

COMMENTS/FEEDBACK:



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 mantswe a 500

Mophato wa botshelela (Grade 6)



MAWA A TEKOLO	4	3	2	1
Kgetho ya mantswe	✓ Mantswe a sebedisitsweng a fetisa molaetsa ka tsela e hapang, ya boiqapelo ebile e hlakileng. ✓ Mantswe a matla ebile a hohelang.	✓ 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.	✓ Mongodi o bontsha kgaello ya puo. ✓ Kgaello ya mantswe ho totobatsa moelelo o itseng.	✓ Ha ho bopaki ba kgetho ya mantswe ka nepo. ✓ Ha ho bopaki ba karaburetso ya pono. ✓ Mantswe a sebedisitsweng a hloka kgokahano.
Boleng le moro wa dipolelo tse sebedisitsweng	✓ Mongolo o a lelemela mme o na le morethetho. ✓ Dipolelo di bopilwe hantle hoo di hohelang maikutlo a mmadi. ✓ O sebedisitse puisano.	✓ Temana e lelemela ha monatjana e tsamaya e fana ka morethetho ha ka nako enngwe e batla e teba. ✓ O sebedisitse puisano.	✓ 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	✓ Ha ho boipababolo ba ho bopa dipolelo. ✓ Diketsahalo di hlalositswe hamper feela. ✓ Dipolelo dingotswe ka tshebediso ya makgathe a fapaneng.
Tshebediso ya puo	✓ Mongodi o bontsha boiphihlelo bo kgabane ba tshebediso ya matshwao a ho bala le ho ngola. (e.g. mopeleto, tshebediso ya	✓ Mongodi bontsha boiphihlelo bo lekaneng ba tshebediso e amohelehileng ya matshwao a ho bala le	✓ Mokgwa oo moqoqo o hlophisitsweng ka teng o ntlafetse mme o etsa hore mmadi a tswelle hantle ntle le pherekano ya letho.	- Diphoso tsa mopeleto, di tlhaku tse kgolo, puo le tshebediso ya yona. ✓ Diratswana kamehla di etsa mmadi a ferekane mme hape di etse pale e be

	ditlhaku tse kgolo le tse nyane, tshebediso ya puo le ho etsa diratswana)	ho ngola. ✓ Matshwao a ho bala le 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.	✓ Ho a kgonahala ho latela pale le ha ho na le dintho tse ferekanyang le ho thatafalletsa mmadi.	thata ho baleha.
	4	3	2	1
Lentswe/ Maikutlo/ Boithaloso (Ka mokgwa wa ho ngola)	✓ 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.	✓ Mongodi o bua le mmadi ka mokgwa o ikgethileng o hohelang le ho hapa maikutlo. ✓ Mongodi o rala moqoqo wa hae ka kelohloko le tlhomphe e kgolo ho mokgopi/babadi le seo e leng sepheo sa ho ngola.	✓ Mongodi o utlwahala a ikokobeditse mme a sa hlahise ntlhakemo ya hantle. ✓ Dipheho di a kgotsofatsa mme ka dinakop tse ding di a qabola le ha di se na tshusumetso.	✓ 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	✓ 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	✓ Mongodi o qala ho hlalosa sehlooho le ha ho bonahala hore e sa le qalong ya pale. ✓ Pale e na le kgohelo ho mmadi. ✓ Boithaloso 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.	✓ Ho fihlella mona pale ha e fane ka molaetsa o utlwalang 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	✓ Mongodi ha o a hlaka hore o lebisitse kae. ✓ Dintlha dibehilwe ka tsela 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.

	mosebetsi ke wa hae.		mosebetsi ke wa hae.	
	4	3	2	1
Ditshwantsho/metako	✓ 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. ✓ Metako/ ditshwantsho di tlatsetsa ho boemo ba pale.	✓ Metako e mebalabala hape di bontsha boiphihlelo. ✓ Ditshupiso di bontsha dintho tse kang mela, mebala le sebopeho. ✓ Metako e batla e sa nepahala ka ho phethahala le ha e kgahla mahlo.	✓ Metako ha e tshehetse pale. ✓ Ditshwantsho /ditshupiso di thusa mmadi ho utlwisa moelelo wa pale. ✓ Metako e hlakile feela ha e bontshe dintho tse kang mmala, mola le sebopeho.	✓ Ha ho bopaki ba metako. ✓ Metako e entswe le ha e sa ralwa ka letsoho. ✓ Metako e entsweng ha se ya moithuti.
Boiphihlelo bo fetisitseng	Bakeng sa tshebediso ya makgabane a ikgethileng a moithuti.			

PHEPELO KA MOSEBETSI:





MULTILINGUAL CREATIVE WRITING COMPETITION

“From the pen of the learner”

“Ngosiba Lomfundi”

“Uit die pen van die leerder”

“Ho tswa molomong wa pene ya moithuti”

School, district and provincial process			
Step	Action	Competition & shortlisting dates	Responsibility
1	Grade competition writing & assessment	From 29 Jan to 23 Feb 2018	IP Language teachers per school
2	Schools forward winners to districts	From 16 March to 23 March 2018	Languages departmental heads/Languages heads
3	Selection of district winners	From 09 April to 30 April 2018	InterSen languages subject advisers
4	Districts forward winners to Province	From 09 May to 15 May 2018	InterSen languages subject advisers
5	Selection of provincial winners	From 21 May to 15 June 2018	Provincial stakeholders & languages specialists
6	Communication of winners to districts & schools	From 18 June to 09 July 2018	Languages SCPs & languages subject advisers
7	Printing processes & other logistics	From 09 July to 10 Aug 2018	Provincial stakeholders & languages specialists
8	Provincial gala event preparations:	From 13 Aug to 07 Sept 2018	Languages SCPs & provincial stakeholders
9	Provincial gala event	14 Sept 2018	Languages SCPs & provincial stakeholders



**Western Cape
Government**

Education

Directorate: Curriculum GET

Direktoraat: Kurrikulum AOO

ICandelo leKharityhulam yeGET

Annexure D/Bylae D/isiHlomelo D

REGISTRATION FORM/REGISTRASIEVORM/IFOM YOKUBHALISA

**GRADE 6 MULTILINGUAL CREATIVE WRITING
GRAAD 6 VEELTALIGE SKEPPENDE SKRYFWERK
UKUBHALA NGOBUCHULE NGEELWIMI EZININZI KWEBAKALA 6**

DISTRICT	
DISTRIK	
ISITHILI	

NAME OF SCHOOL	
NAAM VAN SKOOL	
IGAMA LESIKOLO	

PRINCIPAL'S CONTACT NO	
KONTAKNOMMER VAN PRINSIPAAL	
INO. YOQHAGAMSHELWANO	
YENQUNUNU	

PRINCIPAL'S SIGNATURE	
HANDTEKENING VAN PRINSIPAAL	
ISIGINITSHA YENQUNUNU	

DATE	
DATUM	
UMHLA	