

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
TASK 6: CREATIVE WRITING PROJECT
EXEMPLAR
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 3-6



Name: _____

Grade and Class: _____

Teacher: _____

Date: _____

Task	Stage	Activity	Time	Total
Task 6	Stage 1	Research	Week 3 en 4	_____/10
Task 6	Stage 2	Writing	Week 5 en 6	_____/30

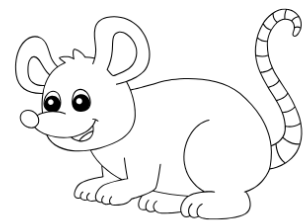
Assessor Name	Signature	Date
Moderator Name 1	Signature	Date
Moderator Name 2	Signature	Date



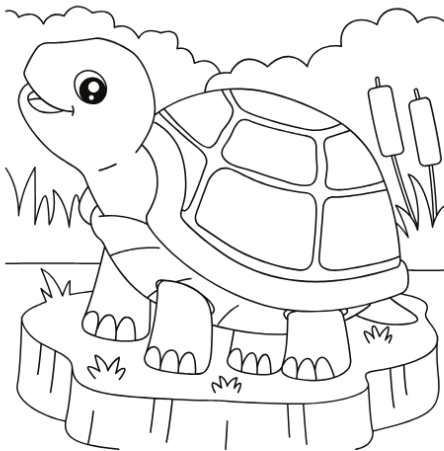
Creative Writing Project

Grade 4

2025



Portfolio of Evidence



FABLES

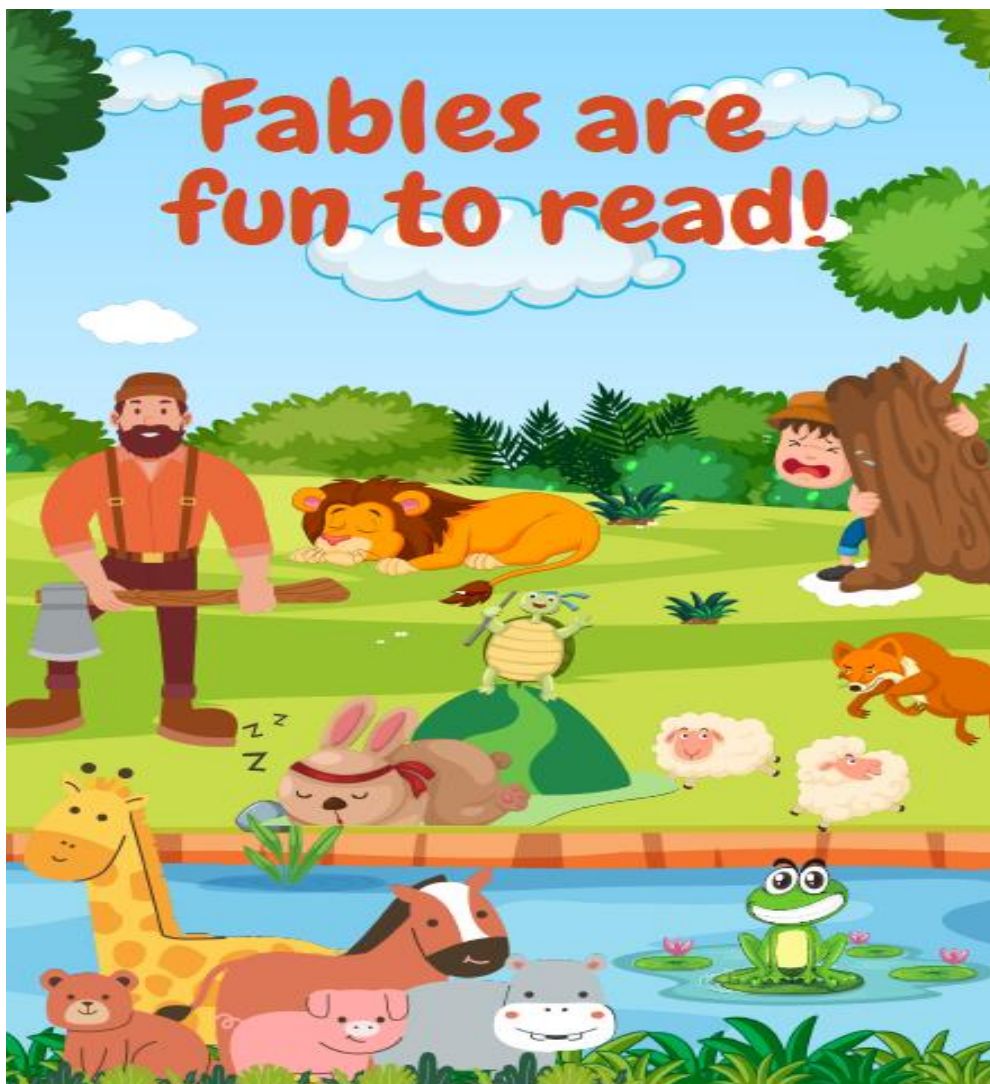
Name:

Class:



INFORMATION AND INSTRUCTIONS

- This task is a **Creative Writing Project**.
- The Creative Writing Project consists of 2 stages, namely, **research and creative writing**.
- The project is based on the literary genre, folklore (**fables**).
- You will be working in groups for certain parts of the project; however you will need to complete your own notes to add to your **Portfolio of Evidence**.
- The Portfolio of Evidence is a **record** of all your project work which will be kept in a **flip file**.
- Your teacher will guide you as you complete your project.
- After each stage of the project, your project work will be assessed.
- Take note of the rubrics in order to understand how you will achieve your marks for the project.
- Your project **MUST** be completed in the classroom and not at home.
- Write neatly and legibly.



WCED BACK ON TRACK – ENGLISH GRADE 4 T3 TASK 6 (EXEMPLAR)

TASK 6: Stage 1(Research) – 10 marks**RESEARCH STATEMENT – A general statement that is made.**

A writer of fables is called a fabulist. The most well-known fabulist of all time is Aesop. He inspired generations with his gifts of wit and storytelling in both good literature and short and sweet morals.

RESEARCH QUESTIONS

(The research questions flow from the research statement.)

- | | |
|----|--|
| 1. | Who was Aesop? |
| 2. | What are the features of a fable? |
| 3. | What was the purpose of Aesop's fables? |
| 4. | What is the moral of Aesop's fable, The Fox and the Grapes? |
| 5. | Compare two of Aesop's most famous fables, The Lion and the Mouse and The Tortoise and the Hare. Give the similarities and differences between the two fables. |

Possible Resources

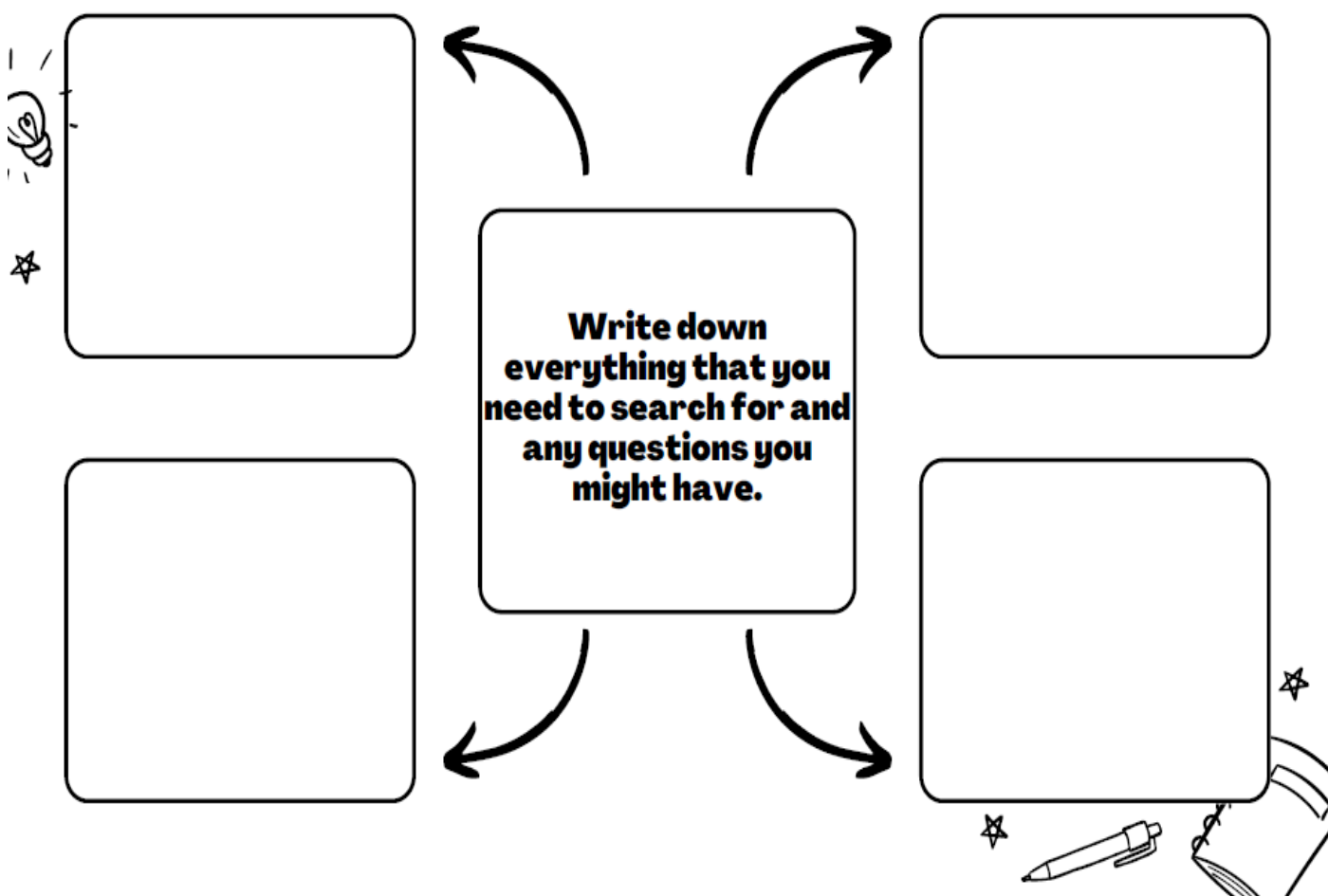
- Aesop's Fables Introduction and background:
<https://www.youtube.com/watch?v=UZIaewCwLkQ>
- Aesop facts for kids: <https://kids.kiddle.co/Aesop>
- Aesop Facts: <https://kidskonnnect.com/people/aesop/>
- What are fables? <https://www.youtube.com/watch?v=tPs-M-opk70>
- What is a fable? <https://www.juicyenglish.com/blog/what-is-a-fable>
- Features of a fable: <https://www.actualidadliteratura.com/af/fabels/>

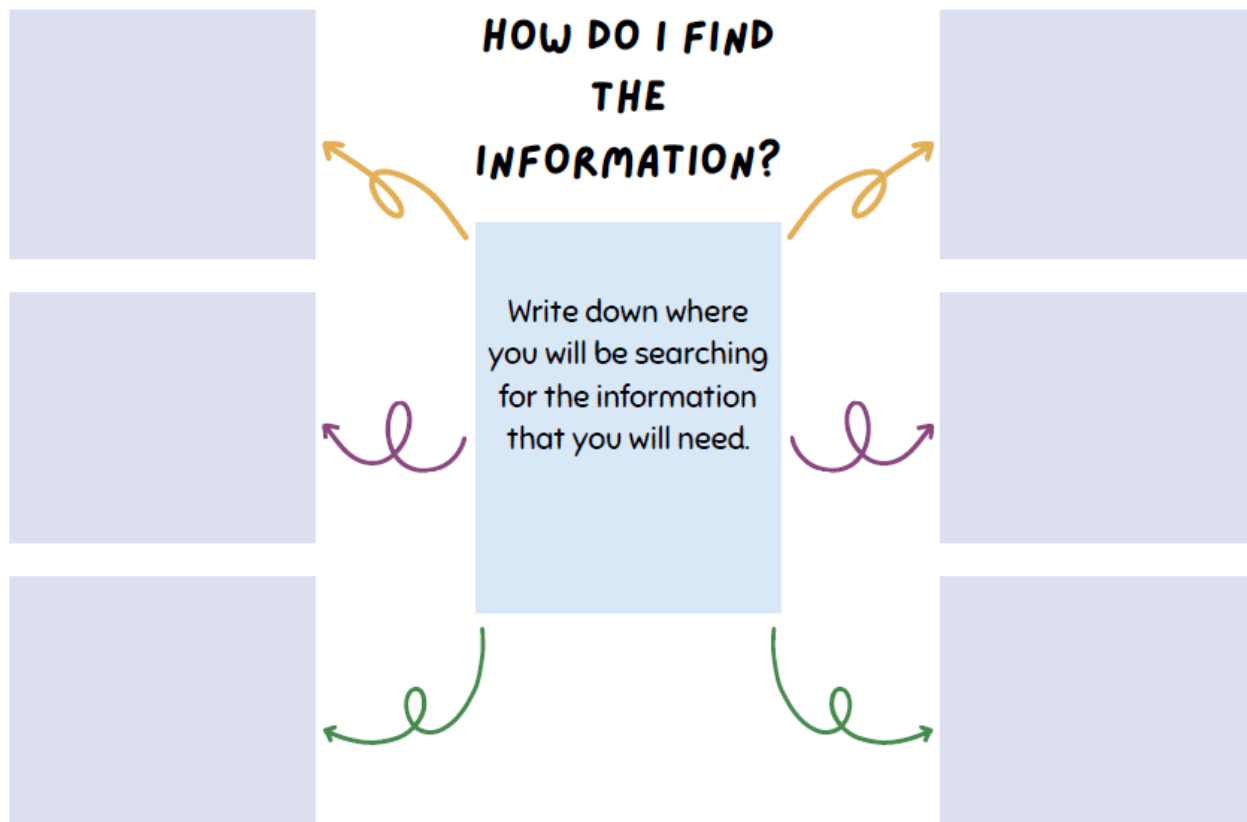
My Research Question:

Each learner in your group would be given a research question by your teacher. Write your research question below.



What do I really want to find out?





Is the information that I have useful and can I trust that it is true or correct?

- Have a discussion with your group.
- Share the information which you have gathered.
- Each one in the group needs to tell the group of their research question and what information you will be using to write your research report.
- If you have information that you are not using but another learner might be able to use it, offer it to the learner.
- Insert all your information that is useful and that can be trusted/that is correct for your research at this point.

HOW DO I WRITE DOWN THE IMPORTANT INFORMATION IN MY OWN WORDS?

1. Read and think first

Before you write, read the sentence or paragraph and think: “What is this telling me?”

2. Pick out the main idea

Only write down the important parts – the facts that helps answer your question. Leave out extra words.

3. Write it your way.

Use your own words to write it in a way you understand. Imagine explaining it to a friend your age.



HOW DO I PUT MY INFORMATION TOGETHER?

1. Look at your questions

Check your research questions again. Match your notes to the right question – this will help you plan what goes in the Introduction, Body and Conclusion.

2. Group similar ideas

Put facts that belong together in the same section.

Example:

- All your notes about Aesop go together
- Fable features and morals go in another group
- Comparing two fables goes in one section

3. Use the writing frame to organise

Now use the writing frame:

- Write the research statement and questions at the top
- In the Introduction, explain what your report is about
- Use your grouped notes to write clear paragraphs in the Body
- End with a Conclusion – what did you learn?
- Add a Bibliography – where you found your information



HOW DO I PRESENT MY FINDINGS?

1. Choose how you will show your work. Be creative!

Decide if you want to:

- Make a colourful poster
- Use A4 paper to write neatly and add pictures
- Or do both! (If your teacher allows)

2. Plan what to include

Think about what you want your classmates to see and learn. You have all your information in your writing frame.

Include:

- The title of your report
- Your research statement and question
- A short introduction
- Important facts and pictures
- The moral or message of a fable
- A short conclusion

3. Write down your presentation idea

Write your plan clearly.



Research Report

- Write your research report.
- Use the writing frame to help you.
- Add it to your Portfolio of Evidence.

WRITING FRAME FOR A RESEARCH REPORT

The Research Statement:



The Research Question:

Introduction:

Body:



Conclusion:

Bibliography:

Use the template on the next page.

List of Sources

Compile your list of sources below.

Bibliography				
Author	Title	Year	Publisher	Place of Publication
Website: http/...				Date viewed
Other resources:				

Complete the research checklist to check Stage 1 of your project.

STAGE 1: RESEARCH CHECKLIST		
NAME:		GRADE:
		✓
1.	I have provided evidence of planning for research.	
2.	I shared ideas, opinions and participated in a group discussion.	
3.	My findings clearly respond to the research statement.	
4.	My information is well organised.	
5.	I have used our own words.	
6.	I have completed my/our research in class.	
7.	I have stated a clear conclusion.	
8.	I have used a range of research sources.	
9.	I have included a bibliography.	
10.	I have completed and submitted my research on time.	

Rubric: Stage 1 – Research

Name: _____

Grade: _____

Criteria	3	2	1	0
1. Response to the research question and statement	Findings clearly and fully respond to the research topic.	Findings mostly respond to the topic.	Findings partly respond to the topic.	No clear response to the topic.
2. Organisation of information			Information is clearly structured and easy to follow.	Disorganised or confusing.
3. Use of own words		Information is entirely in learner's own words.	Mostly written in own words.	Copied from source.
4. Range of sources used		Multiple sources (texts, media, interviews, etc.) used effectively.	One/two sources used.	No source used.
5. Bibliography		Bibliography is complete and correct.	Bibliography is included with minor errors.	No bibliography.
Total Marks	/10 marks			

Comments:

Teacher's signature: _____

Date: _____

TASK 6: Stage 2 (Writing) – 30 marks

- Read the instructions of the writing task below.

INSTRUCTIONS:

- Imagine you are Aesop. Write a fable to teach children an important moral lesson.
- Your fable needs animals as characters.
- Your fable must be a brand new fable that no one has heard before.
- Your fable must consist of
 - Home Language: at least 3-5 paragraphs of 120 – 140 words.
 - First Additional Language: at least 1-2 paragraphs with a minimum of 50 words.
 - o An introduction
 - o Body: 1 to 2 paragraphs
 - o Conclusion
- Remember to follow the writing process:
 - o Planning
 - o First draft
 - o Revising
 - o Editing and proofreading
 - o Final draft



Just a fable-lous idea: The Monkey Who Lied a Lot



- monkey
- lies a lot
- nose becomes longer when he lies



- wise owl
- gives advice
- teaches him a lesson

The Writing Process

- Use the planning frame below:

Planning Frame

Characters: Who are your characters?  	Setting: When and where is your story set?
Problem and Resolution: An ongoing issue or problem that needs to be fixed.	
Problem:	
Resolution:	Moral: A lesson we would like to pass on to other learners.

(Source: Website - Raise the Bar Reading)

- Write the first draft.
- Use ARMS and CUPS to revise and edit your first draft.



CUPS



Capital letters
 At the start of each sentence
 and for proper nouns.

Using words correctly
 Match nouns and verbs correctly.


Punctuation
 End each sentence with an
 appropriate punctuation mark.


Spelling
 Use your word wall, personal
 dictionary or a dictionary to check
 your spelling.



Then Edit
your
writing!





ARMS



Add describing words
 and sentences.


Remove unnecessary
 words.


Move words and
 sentences so that it
 makes sense.


Substitute words or
 sentences for others.



First
Revise
your
writing!

- Write the final draft.
- Use the checklist to look over your final draft:

Check to see if...	✓	x
My fable has a title.		
My fable has 2 or 3 main characters.		
My fable takes place outside in nature.		
My fable ends with a moral lesson.		
My fable is written in the past tense.		
My fable consists of: • Introduction • Body (1 or more paragraphs) • Conclusion		
I checked the spelling errors from: • A dictionary • Word wall		
My sentences start with capital letters and end with full stops.		
• My sentences start with a different word every time. • My sentences vary in length.		

Rubric

- The following rubric will be used by your teacher to assess the writing of your fable.

Rubric: Stage 2 – Writing: Fable

Name: _____

Grade: _____

Criteria	5	4	3	2	1	0
1.The Writing Process - Planning	All parts of the planning frame are completed. Detailed information is given for characters, setting, problem, resolution, and moral.	Most parts of the planning frame are completed. Good information is given, but some parts may need more detail.	Some parts of the planning frame are completed. Some elements are missing or not clearly described.	Only a few parts of the planning frame are completed. Important elements like the problem or resolution are missing or unclear.	Very little of the planning frame is completed. Most key elements are missing. No clear plan for the fable is shown.	No evidence of planning. No attempt to complete the planning frame.
2.The Writing Process – Revising and Editing	ARMS and CUPS strategies are used correctly. Many improvements are made to the writing (adding, removing, moving, substituting). Capital letters, punctuation, spelling, and word usage are correct throughout. Writing is clear, polished, and easy to read.	Most ARMS and CUPS strategies are used correctly. Several improvements have been made to the writing. Few small mistakes in punctuation, spelling, or word usage. Writing is mostly clear and well edited.	Some ARMS and CUPS strategies are used. Some changes are made, but important mistakes remain. Some errors in punctuation, spelling, or word usage. Writing shows effort but needs more editing.	Few ARMS and CUPS strategies are used. Very few changes are made to improve the writing. Many errors in punctuation, spelling, or word usage. Writing is hard to follow and needs more revision.	Almost no ARMS or CUPS strategies are used. No real effort to improve the writing. Most sentences have errors. Writing is unclear and not edited.	No attempt to revise or edit the writing. ARMS and CUPS strategies are not used.
3.Format and Structure (Beginning, middle, end)	Clear and logical structure with a beginning, middle, and end.	Mostly clear structure with minor flow issues.	Adequate structure: some parts unclear.	Weak structure; lacks clarity in parts.	Poor structure with confusing flow.	No clear structure present.

4. Adherence to the Topic			Story is a fable and matches the topic perfectly.	Story mostly matches the topic.	The story is slightly off-topic.	The story is not about the topic at all.	
5. Text Features of a Fable	Includes all features of a fable: • short length • few characters (typically animals) • clear setting • strong moral.	Includes most features of a fable (circle the ones in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	Includes some features of a fable (circle the ones in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	Includes a few features of a fable (circle the ones in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	Includes a feature of a fable (circle the one in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	No features of a fable present.	
6. Creativity			Highly creative and engaging story.	Some creative ideas present.	It has very little originality.	No creativity, nor originality.	
7. Language Structures and Conventions		Effective use of simple sentences, dialogue, quotation marks, descriptive language, personification, and minimal errors.	Good use of language features with few errors.	Few language features used with many errors.	Very few features used and numerous errors.	No use of language features and unchecked errors.	
Total Marks							/30

Comments:

Teacher's signature: _____

Date: _____