

Grade 7 Life Orientation Worksheet

Work choices

Activity 1: Questionnaire (Individual activity)

Draw up a questionnaire to interview people in your community about their work choices. Make sure that your questionnaire includes both open and closed questions.

Cover the following issues:

- What work do they do?
- How did they come to do that work?
- Was it planned or unplanned?
- Do they consider it a career or a job?
- Did they study to do this work?
- How do they find fulfilment in their work?
- Are they happy?

Your teacher will assess your questionnaire using the following checklist.

	Points to check	Yes	No
1	Does the questionnaire contain a title?		
2	Has the purpose of the questionnaire been explained?		
3	Does the questionnaire have a date?		
4	Is there a place for participants to write their names?		
5	Does the questionnaire cover all seven issues?		
6	Have offensive questions been avoided?		
7	Are there open and closed questions?		
8	Are there enough questions to cover all the issues?		
9	Is there a place for participants to write their answers, where necessary?		
10	Is the questionnaire well planned?		

Activity 2: Interview (Individual activity)

Using the questionnaire that you drew up in Activity 1 of this task, go out into your community and interview at least three working people. Complete your interview sheet as you go along and present the completed sheets to your teacher for assessment.

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Your teacher will assess your completed questionnaires using the following rubric.

<i>Criteria</i> (Marks out of 20)	Level 4 Outstanding 15 – 20 marks (70 – 100%)	Level 3 Achieved 10 – 14 marks (50 – 69%)	Level 2 Partially achieved 7 – 9 marks (35 – 49%)	Level 1 Not achieved 1 – 6 marks (1 – 34%)	Marks
Developing a questionnaire 10 marks	Questionnaire very well developed. It contains open and closed questions. It contains all the categories needed to attain the information. Questionnaire is short and to the point. It is easily analysed and serves the intended data capturing purpose.	Some thought has been put into the questionnaire. It contains most of the categories required for the purpose. Some open and closed questions. The data can be analysed.	Some attempt at the questionnaire was made. Only a few categories covered. Not easy to analyse.	Very little planning. Insufficient categories covered. Not possible to analyse.	
Gathering information 10 marks	The information that has been gathered is clear and suitable for the purpose.	Information is available, but not all.	Some information is available but it is insufficient.	No or irrelevant information.	
Total:					

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Activity 3: Dialogue based on the interview (Individual activity)

Using one of your interviews as a guide, write up the dialogue for an interview.
Remember to use the correct format for writing up a dialogue:

- Use quotation marks to indicate words which are spoken by characters.
- Always start a new paragraph when changing speakers.
- Make sure the reader knows who is speaking.
- Use correct punctuation, capitalisation and spacing.

Your teacher will assess you using the following rubric.

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Criteria	Marks				
Content [Marks out of 4]	The dialogue is relevant to an interview about careers. It is based on the interviews that were conducted. [4 marks]	The dialogue bears some resemblance to the interview. [3 marks]	There is a dialogue but it is not totally related to the interview. [2 marks]	There is no dialogue or it is not related to the interview. [1 mark]	
Formatting [Marks out of 4]	Quotation marks are used correctly throughout the dialogue. [4 marks]	Most quotation marks are used correctly. [3 marks]	Many errors when using quotation marks. [2 marks]	Quotation marks not used correctly. [1 mark]	
Paragraphing [Marks out of 4]	New paragraphs are used when changing characters. It is clear which character is speaking. [4 marks]	Mostly clear which characters are speaking although new paragraphs are not always used. [3 marks]	Not always clear which characters are speaking. [2 marks]	Muddled and unclear. [1 mark]	
Punctuation [Marks out of 4]	Punctuation is correct all the time. There are no spelling or grammatical errors. [4 marks]	Most punctuation is correct. 3 or 4 spelling errors.	Several punctuation errors. 6-8 spelling errors. [2 marks]	Many spelling and punctuation errors.	

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		[3 marks]			
Presentation [Marks out of 4}	Very neatly presented. [4 marks]	Neatly presented. [3 marks]	An attempt has been made. [2 marks]	Messy and untidy. [1 mark]	
Total marks out of 20					

Level 4: 15 – 20 marks (70 – 100%) – Outstanding

Level 3: 10 – 14 marks (50 – 69%) – Achieved

Level 2: 7 – 9 marks (35 – 49%) – Partially achieved

Level 1: 1 – 6 marks (1 – 34%) – Not achieved

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Suggested Solutions

Item number	Possible marks	Solution
1	10	Use the checklist in the Appendix of Assessment Tools to assess each learner's questionnaire.
2	20	Use the first rubric in the Appendix of Assessment Tools to assess the learners' completed interview sheets.
3	20	Use the second rubric in the Appendix of Assessment Tools to assess the learners' dialogue assignment based on one of the completed interviews.

Appendix of Assessment Tools

1. Checklist to assess questionnaire

	Points to check	Yes	No
1	Does the questionnaire contain a title?		
2	Has the purpose of the questionnaire been explained?		
3	Does the questionnaire have a date?		
4	Is there a place for participants to write their names?		
5	Does the questionnaire cover all seven issues?		
6	Have offensive questions been avoided?		
7	Are there open and closed questions?		
8	Are there enough questions to cover all the issues?		
9	Is there a place for participants to write their answers, where necessary?		
10	Is the questionnaire well planned?		

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2. Rubric to assess completed interview questionnaires

<i>Criteria</i> (Marks out of 20)	Level 4 Outstanding 15 – 20 marks (70 – 100%)	Level 3 Achieved 10 – 14 marks (50 – 69%)	Level 2 Partially achieved 7 – 9 marks (35 – 49%)	Level 1 Not achieved 1 – 6 marks (1 – 34%)	Marks
Developing a questionnaire 10 marks	Questionnaire very well developed. It contains open and closed questions. It contains all the categories needed to attain the information. Questionnaire is short and to the point. It is easily analysed and serves the intended data capturing purpose.	Some thought has been put into the questionnaire. It contains most of the categories required for the purpose. Some open and closed questions. The data can be analysed.	Some attempt at the questionnaire was made. Only a few categories covered. Not easy to analyse.	Very little planning. Insufficient categories covered. Not possible to analyse.	
Gathering information 10 marks	The information that has been gathered is clear and suitable for the purpose.	Information is available, but not all.	Some information is available but it is insufficient.	No or irrelevant information.	
Total:					

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3. Rubric for assessing the dialogue assignment

Criteria	Marks
Content [Marks out of 4]	The dialogue is relevant to an interview about careers. It is based on the interviews that were conducted. [4 marks]
Formatting [Marks out of 4]	Quotation marks are used correctly throughout the dialogue. [4 marks]
Paragraphing [Marks out of 4]	New paragraphs are used when changing characters. It is clear which character is speaking. [4 marks]
Punctuation [Marks out of 4]	Punctuation is correct all the time. There are no spelling or grammatical errors.

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	[4 marks]	spelling errors. [3 marks]			
Presentation [Marks out of 4}	Very neatly presented. [4 marks]	Neatly presented. [3 marks]	An attempt has been made. [2 marks]	Messy and untidy. [1 mark]	
Total marks out of 20					

Level 4: 15 – 20 marks (70 – 100%) – Outstanding

Level 3: 10 – 14 marks (50 – 69%) – Achieved.

Level 2: 7 – 9 marks (35 – 49%) – Partially achieved.

Level 1: 1 – 7 marks (1 – 34%) – Not Achieved.