

# Grade 8 Life Orientation Worksheet

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## Career and study choices

Deciding on a career can be difficult. It is best to start with a relatively broad idea. That way you have a number of options open to you. Most universities and colleges have departments that offer career choice advice. If you are completely uncertain about what you want to do, it might be a good idea to visit one of these universities or colleges. Aptitude and career testing can be done by them, but you can also go online to various websites that offer a less personal, but often good, guide. Online career testing is not always for free.

Look at the following example, taken from the website of the University of the Witwatersrand (WITS).

1. The admission requirements for various study areas at WITS
2. Academic programmes – Degrees – offered at WITS
3. An example of career choices in a certain field. This example: ‘Teaching’.
4. Study requirements for a career. This example: ‘Teaching, secondary.’

### **1. Admission Requirements (NSC)** **If you matriculated in or after 2008**

#### **Commerce, Law and Management**

Programme	Minimum faculty admission requirements & Scale of Achievement	Likely acceptance level	Faculty selection procedures
Bachelor of Commerce (3 yrs) – <a href="#">Bcom</a>	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 4	<b>32 points</b>	Applicants with 3 points below the likely acceptance level will be waitlisted subject to the number of places available. Applicants with 3 points above the likely acceptance level for the Bcom and BaccSc degrees (awards), and who meet the minimum admission requirements, may register for five

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			(instead of four) first year courses (units).										
Bachelor of Economic Science (3 yrs) – <a href="#"><u>BeconSc</u></a>	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 6  <table border="1" data-bbox="539 707 809 1336"> <tr> <td>If your programme requires the unit:</td><td>The school Maths APS must be:</td></tr> <tr> <td>Maths Ancillary</td><td>4</td></tr> <tr> <td>Maths Auxiliary</td><td>5</td></tr> <tr> <td>Maths Major</td><td>6</td></tr> <tr> <td>Maths Stats, Actuarial Science</td><td>7/8</td></tr> </table>	If your programme requires the unit:	The school Maths APS must be:	Maths Ancillary	4	Maths Auxiliary	5	Maths Major	6	Maths Stats, Actuarial Science	7/8	<b>38 points</b>	Applicants with 3 points below the likely acceptance level will be waitlisted subject to the number of places available.
If your programme requires the unit:	The school Maths APS must be:												
Maths Ancillary	4												
Maths Auxiliary	5												
Maths Major	6												
Maths Stats, Actuarial Science	7/8												
Bachelor of Accounting Science – (3 years) <a href="#"><u>BaccSc</u></a>	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 5	<b>41 points</b> and English HL or 1 <sup>st</sup> Add Lang at a NSC Scale of Achievement Level 5	Applicants with 3 points below the likely acceptance level will be waitlisted subject to the number of places available. Applicants with 3 points above the likely acceptance level for the Bcom and BaccSc degrees (awards), and who meet the minimum admission requirements, may register for five (instead of four) first year courses (units).										
Bachelor of Laws (4 yrs) <a href="#"><u>LLB</u></a>	English HL or 1 <sup>st</sup> Add Lang	<b>33 points</b> and above	Applicants applying for mature age will have to										

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	5 Mathematics 3  Maths Literacy 5		write a <a href="#">selection test</a> and may be placed on a special curriculum.
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### Engineering and the Built Environment

Programme	Minimum faculty admission requirements & Scale of Achievement	Likely acceptance level	Selection procedures
Bachelor of Science in Engineering (4yrs) – <a href="#">BSc(Eng)</a>	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 5  Physical Science 5	<p><i>Branch of:</i> • Electrical 36 and above</p> <p><i>Branch of:</i> • Mechanical 36 and above</p> <p><i>Branch of:</i> • Aeronautical 36 and above</p> <p><i>Branch of:</i> • Civil 36 and above</p> <p><i>Branch of:</i> • Industrial 36 and above</p> <p><i>Branch of:</i> • Metallurgy 30 and above</p> <p><i>Branch of:</i> • Chemical 42 and above</p> <p><i>Branch of:</i> • Mining 30 and above.</p> <p>Provided that: A Maths pass at NSC Scale of Achievement level 5 (except for Mining where a pass at NSC Scale of Achievement level 4 is acceptable), a Physical Science pass at NSC Scale of Achievement level 5 and an English language pass at NSC Scale of achievement</p>	<p><a href="#">Selection tests</a> Applicants may be required to attend an interview.</p> <p><b>NOTE:</b> Due to the limited number of places available, meeting the likely acceptance level does not guarantee admission. Selection will be based on final NSC results.</p> <p>Applicants may be required to attend an interview.</p>

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		level 5 is obtained.	
Bachelor of Engineering Science in Biomedical Engineering-BengSc (BME) (3 Yrs)	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 5  Physical Science 5	Applicants are considered on matriculation performance and may be required to complete a questionnaire or attend an interview. It is unlikely that places will be offered to applicants with a Wits APS less than <b>42</b> or without the NSC Life Sciences subject.	
Bachelor of Architectural Studies – <u><a href="#">BAS</a></u>	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 4	Acceptance dependent on departmental selection procedures. Applicants required to complete a written and graphic exercise and will be required to attend an interview.  Applicants with a Wits APS of 34 and above may be accepted on this basis.  Applicants with a Wits APS between 29 and 33 may be accepted on the basis of the exercise and interview for either the ordinary degree or an extended curriculum programme.	
Bachelor of Science in Urban and Regional Planning – <u><a href="#">BSc(URP)</a></u>  Bachelor of Science in Construction Management – <u><a href="#">BSc(CMS)</a></u>  Bachelor of Science in Property studies-	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 4	A Wits APS of 34 and above Provided that: Maths pass at NSC Scale of Achievement level 5 and an English language pass at NSC Scale of achievement level 5 is obtained	

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BSc(Prop. Studies)			
Bachelor of Science in Quantity Surveying – <a href="#"><u>BSc(QS)</u></a>	English HL or 1 <sup>st</sup> Add Lang 4 Mathematics 4	A Wits APS of 36 and above Provided that: Maths pass at NSC Scale of Achievement level 5 and an English language pass at NSC Scale of achievement level 5 is obtained	

### Health Sciences

Programme	Minimum faculty admission requirements & Scale of Achievement	Likely acceptance level	Faculty selection procedures
Bachelor of Medicine and Bachelor of Surgery (6 yrs) – <a href="#"><u>MB BCh</u></a>	English HL or 1 <sup>st</sup> Add Lang 5 Mathematics 5	Several criteria are considered for selection (eg academic performance, biographical questionnaire, Health Sciences Consortium test scores).	If you are applying to the Health Sciences, you will not be selected solely on your school leaving results, although they are very important. A composite index is calculated, taking into consideration (1) your academic results for FIVE subjects; (2) Health Sciences Consortium Test scores; (3) the score achieved for the Biographical Questionnaire.
Bachelor of Dental Science (5 yrs) – <a href="#"><u>BDS</u></a>	Life Sciences/and or Physical Science 5		
Bachelor of Science in Physiotherapy (4 yrs) – <a href="#"><u>BSc(Physiotherapy)</u></a>	English HL or 1 <sup>st</sup> Add Lang 5 Mathematics 5		
Bachelor of Pharmacy (4 yrs) – <a href="#"><u>Bpharm</u></a>	OR Mathematical Literacy 7/8 AND		The Faculty of Health Sciences does not calculate an APS score. Only 5 subjects are used to derive a
Bachelor of Health			

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Sciences(Biomedical Sciences Track) (3 yrs)	Life Sciences/and or Physical Science 5		
Bachelor of Nursing (4 yrs) <a href="#"><u>Bnurs</u></a>	English HL or 1 <sup>st</sup> Add Lang 4		
Bachelor of Science in Occupational Therapy (4 yrs) – <a href="#"><u>BSc(OT)</u></a>	Mathematics 4 OR Mathematical Literacy 7/8		
Bachelor of Health Sciences (Human Sciences Track) (3 yrs)	AND Life Sciences/and or Physical Science 4		
Diploma in Oral Hygiene (2 yrs) – <a href="#"><u>DOH</u></a>			

matriculation score, which is calculated according to the percentages obtained NOT symbols. These are English, Maths, Physical Science / Life Sciences and the best two other subjects. Please refer to the Faculty of Health Sciences Booklet for specific examples.

**ALL** applicants are required to write the Health Sciences Consortium tests. Some applicants, who are applying for the Graduate Entry Medical Programme may be invited for an interview by the Faculty of Health Sciences.

### Humanities

Programme	Minimum faculty admission requirements & Scale of Achievement	Likely acceptance level	Faculty selection procedures
Bachelor of Arts (3 yrs) – <a href="#"><u>BA</u></a>	English HL or 1 <sup>st</sup> Add Lang 4	<b>26</b> points and above.  Law courses (units): Applicants who wish to take law units in their first-year of study must meet the admission requirements for Law	<a href="#"><u>Selection test</u></a> for applicants with a Wits APS between 22 – 25. Applicants with 3 points below the likely acceptance level will be waitlisted subject to the number of places available.

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Professional and specialist degrees (all 4 yrs):  <a href="#"><u>BA(Social work)</u></a> <a href="#"><u>BA(Fine Arts)</u></a> <a href="#"><u>Bmus</u></a> <a href="#"><u>BA(Dramatic Art)</u></a>	English HL or 1 <sup>st</sup> Add Lang 4	<b>26</b> points as well as meeting departmental selection procedures, which may include the writing of the Faculty's selection test	For professional and specialist programmes: BA(Social Work) – written assignment BA(Fine Arts) – interview/submission of portfolio Bmus – interview and audition BA(Dramatic Art) – interview, written assignment and/or audition
Bachelor of Arts in Speech and Hearing Therapy (4 yrs) – <a href="#"><u>BA(Sp&amp;H Therapy)</u></a>	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 4	Departmental selection procedures and at least <b>28</b> points	Selection tests for applicants with a Wits APS between 25 – 27 and a NSC Scale of Achievement level 3 for Mathematics. Suitable applicants will be contacted and interviewed during the first two weeks of October.
Bachelor of Education (4 yrs) – <a href="#"><u>Bed</u></a> Bed Foundation, Foundation ECD, Intermediate and Senior FET Bed Senior and FET: Mathematics and Physical Science specialisation	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 4 or Mathematics Literacy 6	Normally <b>24</b> points and above – Consideration may also be given to applicants with a lower rating, subject to further selection procedures.	Selection tests for applicants with a Wits APS between 20 – 23 and a NSC Scale of Achievement rating of 4 in three designated subjects.

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### Science

Programme	Minimum faculty admission requirements & Scale of Achievement		Likely acceptance level	Faculty selection procedures										
Bachelor of Science (3 yrs) – <u>BSc</u>	English HL or 1 <sup>st</sup> Add Lang 4 Mathematics 4 or Mathematics Literacy 7/8 <table border="1" data-bbox="414 900 838 1260"> <tr> <td>If your programme requires the unit</td> <td>The School Maths APS must be</td> </tr> <tr> <td>Maths Ancillary</td> <td>4</td> </tr> <tr> <td>Maths Auxiliary</td> <td>5</td> </tr> <tr> <td>Maths Major</td> <td>6</td> </tr> <tr> <td>Maths Stats, Actuarial Science</td> <td>7/8</td> </tr> </table>		If your programme requires the unit	The School Maths APS must be	Maths Ancillary	4	Maths Auxiliary	5	Maths Major	6	Maths Stats, Actuarial Science	7/8	37 points and above	Applicants with a Wits APS of 35 or 36 will be waitlisted for possible admission into the 3-year or 4-year programme. There are additional requirements for admission to certain majors, e.g. Computer Science requires a NSC Scale of Achievement Level of 6 or higher for Mathematics, while the requirement for Actuarial Science is a NSC Scale of Achievement Level of 7 or higher. For Actuarial Science, preference will additionally be given to applicants who have passed Physical Science as a subject. Students with a NSC Scale of Achievement Level of 7/8 for Maths Literacy will be required to do a Mathematics Access course in their first year. Applicants with 1 point below the
If your programme requires the unit	The School Maths APS must be													
Maths Ancillary	4													
Maths Auxiliary	5													
Maths Major	6													
Maths Stats, Actuarial Science	7/8													

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			likely acceptance level will be waitlisted subject to the number of places available.
BSc Extended Programme - (4 yrs)	English HL or 1 <sup>st</sup> Add Lang 4  Mathematics 4	Selection tests for applicants with a Wits APS between 29 – 36	<a href="#">Selection test only.</a>

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### 2. Academic Programmes Degrees

Faculty	Degrees Offered:
<a href="#">Commerce, Law and Management</a>  Information systems, advertising, accounting, marketing, human resources, project management, insurance, management, computer science, business finance, psychology, law.	Bachelor of Commerce <a href="#">Bcomm</a> Bachelor of Accounting Science <a href="#">BaccSci</a> Bachelor of Economic Science <a href="#">BeconSci</a> <a href="#">LLB</a>
<a href="#">Humanities</a>  Economics, psychology, sociology, languages, history, anthropology, media, literature, culture, sports management, education, journalism, music, development, law.	Bachelor of Arts <a href="#">BA</a> Bachelor of Arts in <a href="#">Dramatic Art</a> Bachelor of Arts in <a href="#">Fine Arts</a> Bachelor of Arts in <a href="#">Social Work</a> Bachelor of Arts in <a href="#">Speech Therapy</a> Bachelor of <a href="#">Music</a> Bachelor of <a href="#">Education</a>
<a href="#">Health Sciences</a>  Medicine, Dentistry, Nursing, Occupational Therapy, Pharmacy, Physiotherapy	Bachelor of Health Sciences. <a href="#">BHSc</a> Bachelor of Dental Science – <a href="#">BDS</a> Bachelor of Medicine and Bachelor of Surgery – <a href="#">MB BCh</a> Bachelor of Nursing – <a href="#">Bnurs</a> Bachelor of Science in Occupational Therapy – <a href="#">BSc(OT)</a> Bachelor of Science in Physiotherapy – <a href="#">BSc(Physiotherapy)</a>

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	Bachelor of Pharmacy – <a href="#">Bpharm</a> Diploma in Oral Hygiene – <a href="#">DipOH</a>
<a href="#">Science</a>  Geology, paleontology, mathematics, physics, biotechnology, molecular biology, environmental sciences, geography, astronomy, computers, statistics, chemistry.	Bachelor of Science <a href="#">BSc</a>
<a href="#">Engineering and the Built Environment</a>  Aeronautics, chemistry, civil, electrical, industrial, mechanical, metallurgy and materials, mining, architecture, quantity surveying, construction management, property studies, information engineering, environmental.	Bachelor of Science (Engineering) <a href="#">BSc Eng</a> Bachelor of Architectural Studies – <a href="#">BAS</a> Bachelor of Sciences in Quantity Surveying – <a href="#">BSc (QS)</a> Bachelor of Science in Town and Regional Planning – <a href="#">BSc (URP)</a> Bachelor of Science in Construction Management – <a href="#">BSc (Construction Mgmt)</a> Bachelor of Science in Property Studies – <a href="#">BSc (Property Studies)</a>

### 3. Typical Careers In Teaching

Presented below is a list of careers.

Click on a career that interests you for a list of possible qualifications.

Career	Description
<a href="#">Teacher, Physical Education</a>	The Physical Education Teacher provides instruction and coaching in the areas of sports and human movement. He/She would need to have a passion for both sports and working with children in an educational environment.
<a href="#">Teacher, primary</a>	A primary school teacher is responsible for providing the young child with knowledge. He or she also contributes significantly to the moral and emotional development of the child. A primary school teacher devises creative exercises and provides a stimulating learning environment for the children in his or her class. Teachers also have extra-curricular and administrative duties.
<a href="#">Teacher, private</a>	A private tutor coaches students in his or her area of speciality. Private

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<u>tutor</u>	tutors teach art, music, drama and movement among other subjects. A private teacher usually teaches on an individual or small group basis.
<u>Teacher, remedial</u>	A remedial teacher helps the learner correct faulty study habits, improve skills that have been imperfectly learned, and raise his or her scholastic ability. Remedial teachers work either at schools or privately.
<u>Teacher, secondary</u>	A secondary school teacher teaches to matric (Grade 12) level, one or two subjects that he or she has studied as part of a university degree. The secondary school teacher gives the student knowledge of his or her chosen subjects, but also contributes to the career and study choices that students make. Teachers also have extra-curricular and administrative duties.
<u>Teacher, special needs</u>	A special-needs teacher educates children who experience difficulties learning in mainstream environments. A special-needs teacher is able to assist these learners with specially developed teaching techniques and methodologies.

### 4. Qualifications for Teacher, secondary

Degree/Diploma	Description
<b>BACHELOR OF ARTS</b>	Broad areas in this degree include studies in the Humanities, Social Sciences, Performing Arts (drama and music). Areas of study include: International Relations, Languages, Law, Political Studies, Psychology, and Sociology.
<b>BACHELOR OF ARTS IN DRAMATIC ARTS</b>	Students are introduced to dramatic theory, and the theory and practice of theatre and filmmaking, television and radio. Areas of specialisation may include: Design, Dramatic Literature, Performance Studies, Theatre History, Directing, Film, Performing Arts Management, Theories of Communication, Drama in Education, Movement, Television and Media Studies, Writing. Theory and practical work are essential parts of this degree.
<b>BACHELOR OF ARTS IN FINE ARTS</b>	In this course students may study design and drawing and specialise in painting, sculpture or graphics. The combination of theory and practical work is important: History of Art is studied for three years.
<b>BACHELOR OF COMMERCE</b>	The BCom degree at Wits gives students the option to specialise in any of the following areas: Accounting, Marketing, Human Resource Management, Local Government, Law, Information Systems, Finance, Insurance and Risk Management, Economics.
<b>BACHELOR OF EDUCATION</b>	This is a four year professional undergraduate qualification.

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<b>BACHELOR OF MUSIC</b>	This degree is a combination of theory and practical work covering Composition, Techniques and Form, Practical Music Studies, General Musicianship and History of Music. It can be awarded in one of the following branches: a) Composition b) Musicology c) Performance. Students also have to do two non-music courses. There is also an additional practical requirement for the degree.
<b>BACHELOR OF SCIENCE</b>	A Bachelor of Science degree is made up of a number of courses, which is dependent upon the majors selected (i.e. a subject or a field of study undertaken over a three year period). The main fields of study are Biological, Earth, Mathematical and Physical sciences. Within each field one can undertake specialist studies in areas such as Advanced Mathematics of Finance (investment strategist, stock market analysis), Computer Sciences (design, analysis and management of computer systems), Microbiology and Biotechnology (genetic engineering) and Chemistry (synthesis of natural compounds). Cross-disciplinary fields such as resource conservation (specialising in flora and fauna and/or protection of mineral resources and ecological rehabilitation) includes the study of Plant Sciences, Zoology and General Earth Sciences.

### Activity 1: Discussion about career and study choices, and entrance requirements

Have a class discussion about the above text and examples. Your teacher will guide you. Talk about your ideas on:

- Achieving entrance levels to university or college
- How to go about choosing a career path
- How to go about selecting where to study (Which University or College offers the qualifications you require, are they conveniently situated, will you live on Campus, etc.)

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Your teacher will assess your participation in the class discussion using the following checklist.

Checklist for observation of group discussion			
Name: _____		Date: _____	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker and then do so politely?		
2	Show evidence of having understood the concept of career paths?		
3	Keep to the topic under discussion?		
4	Cover all the points listed above?		
5	Give reasons to support alternative points of view?		
6	Make points clearly using appropriate vocal volume?		
7	Make eye contact when speaking?		
8	Use body language appropriately?		
9	Use appropriate vocal tone and variety?		
10	Make notes where applicable?		
<b>2 marks for every 'yes' answer: 20 total</b>			

### Activity 2: Research job and career choices (Individual activity)

Look through the job sections of a few newspapers.

- Choose 5 jobs that appeal to you.
- Cut out the advertisements for these jobs.
- Paste the cut-out in your workbook
- Beneath each job cut-out, list the qualifications that you need to be able to perform that job.
- Indicate whether any of the jobs fit into the same career field.
- Indicate whether any of them need the same qualifications.

Your teacher will assess your work using the following checklist.

	Criteria: Did the learner	Yes	No
1	Use the job section of more than one newspaper?		
2	Choose 5 jobs that appealed?		
3	Cut out the job advertisements?		
4	Paste the cut-outs into his/her workbook?		
5	List the qualifications needed for each job?		
6	Group together or link the jobs that fit into the same career field?		
7	Link the jobs that need the same qualification?		

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8	Edit his/her own work?		
9	Ensure that the presentation of the work looks neat?		
10	Complete the work in the time given?		
<b>2 marks per 'yes' answer 20 marks</b>			

### Activity 3: Research career and study requirements and study institution options (Individual activity)

Look at the results of the research you did in Activity 1.

Choose one of the jobs or a career field (if more than one of the jobs fitted into the same career field).

Look at the qualifications that are needed to be able to perform the job.

Research what you need to study in order to get those qualifications.

Where can you study for that qualification? (There will be more than one institution.)

Your teacher will assess your work using the following checklist.

	<b>Criteria: Did the learner</b>	<b>Yes</b>	<b>No</b>
1	Refer to the previous task?		
2	Choose one of the jobs or career fields?		
3	List all the qualifications needed for that job?		
4	Research what s/he would need to study in order to get the qualification?		
5	List what s/he would need to study in order to get the qualification?		
6	Research where s/he could study for the qualification?		
7	List places where s/he could study to get the qualification?		
8	Edit his/her work?		
9	Ensure that the presentation of the work looks neat?		
10	Complete the work in the time given?		
<b>2 marks per 'yes' answer. 20 marks</b>			

### Activity 4: Research entrance requirements for a study institution (Individual activity)

After completing your research in Activity 3, you will know:

- What you should study to follow a particular career path
- Where you can study to get that qualification

In this activity, you must research what requirements you will need to meet at a school level in order to be accepted into that field of study at the particular institution that you chose. (See example 1 above: 1. The admission requirements for various study areas at WITS.)

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Your teacher will assess you using the following checklist.

	<b>Criteria: Did the learner</b>	<b>Yes</b>	<b>No</b>
1	Note which career path was chosen?		
2	Note the institution where this qualification could be studied?		
3	Research which school-level learning areas (subjects) are needed for that qualification?		
4	Make a list of the learning areas s/he will need to study?		
5	List places where s/he could study to get the qualification?		
6	Edit his/her work?		
7	Ensure that the presentation of the work looks neat?		
8	Complete the work in the time given?		
<b>2 marks per 'yes' answer 16 marks</b>			

### Activity 5: Write a report on your findings (Individual activity)

Write a report on your findings.

Use the following report-writing format to write your report:

#### Report writing

Your report should contain the headings below in bold (if typed) or underlined (if handwritten). The section between the 'Introduction' and 'Conclusion' forms the main body of your report.

#### Title

Title of your report

#### Summary

Summarise the main points, main conclusions and recommendations. Keep your summary short. (Although your summary appears below the title, you should write it last.)

#### Introduction

State the problem you are investigating, for example: 'Why is it necessary to research a career path?' State the purpose of your report.

#### Problem and theory

Explain the problem you are investigating. Explain any theory that applies to the problem. (E.g.: If you want to follow x career path then you will need y qualification and you will need to study x, y, z at school.) Define your key concept, e.g. 'qualification' and 'career path'.

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<p><b>Method and results</b>  Explain the method(s) you are using to obtain your result. State what your results are. Include any tables, diagrams and graphs you may be using to record your results.</p> <p><b>Discussion</b>  Assess your results. (E.g.: State whether you were able to obtain sufficient information to decide which qualification to follow.)</p> <p><b>Conclusion</b>  Summarise your results. Make recommendations about how solutions can be found to the problem you investigated.</p>
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Your teacher will use the following rubric to assess your report

Criteria	Marks				
Format of report [Marks out of 5]	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
Information on career paths contained in report [Marks out of 5]	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included few of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 marks]	
Language usage in report [Marks out of 5]	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
<b>Total marks out of 15:</b>					

**Level 4: 11-15 marks (70–100%) – Outstanding**

**Level 3: 7-10 marks (50–69%) – Achieved**

**Level 2: 5-6 marks (35–49%) – Partially achieved**

**Level 1: 1-4 marks (1–34%) – Not achieved**

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### Activity 6: Prepare a speech on your findings

Present your findings to your class in the form of a speech.

Use your report as a guideline for preparing your speech.

Your speech should be about 5 – 7 minutes long. Try not to read your speech, rather deliver it using cue cards.

Your teacher will assess your presentation using the following rubric.

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information included. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [1, 2]
<b>Register, tone and body language</b> [5 marks]	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	Good self – confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Unconfident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
<b>Language and vocabulary</b> [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors [1]
<b>Fluency</b> [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used [1]

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**Total marks: 25**

### 7. Rubric to assess prepared speech

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organized & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research [1, 2]
<b>Register, tone and body language</b> [5 marks]	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	Good self – confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Unconfident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
<b>Language and vocabulary</b> [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors [1]
<b>Fluency</b> [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used [1]
<b>Total marks: 25</b>				

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## Suggested Solutions

Task number	Possible marks	Solution
1	20	See checklist 1
2	20	See checklist 2
3	20	See checklist 3
4	16	See checklist 4
5	15	See rubric 5
6	25	See rubric 6

## Appendix of Assessment Tools

### 1. Checklist to assess participation in the group discussion.

Checklist for observation of the group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker and then do so politely?		
2	Show evidence of having understood the concept of career paths?		
3	Keep to the topic under discussion?		
4	Cover all the points listed above?		
5	Give reasons to support alternative points of view.		
6	Make points clearly using appropriate vocal volume.		
7	Make eye contact when speaking.		
8	Use body language appropriately.		
9	Use appropriate vocal tone and variety.		
10	Make note where applicable.		
<b>2 marks for every 'yes' answer: 20 total</b>			

### 2. Checklist to assess task

	Criteria: Did the learner	Yes	No
1	Use the jobs section of more than one newspaper?		
2	Choose 5 jobs that appealed?		
3	Cut out the job advertisements?		
4	Pasted the cut outs into his/her workbook?		
5	Listed the qualifications needed for each job?		
6	Grouped together or linked the jobs that fit into the same career field?		

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7	Linked the jobs that need the same qualification?		
8	Edited his/her work?		
9	Ensured that the presentation of the work looks neat.		
10	Completed the work in the time given.		
<b>2 marks per 'yes' answer 20 marks</b>			

### 3. Checklist to assess task

	<b>Criteria: Did the learner</b>	<b>Yes</b>	<b>No</b>
1	Refer to the previous task?		
2	Choose one of the jobs or career fields?		
3	Listed at the qualifications needed for that job?		
4	Researched what they would need to study in order to get the qualification?		
5	Listed what they would need to study in order to get the qualification?		
6	Researched where they could study for the qualification?		
7	Listed places where they could study to get the qualification?		
8	Edited his/her work?		
9	Ensured that the presentation of the work looks neat.		
10	Completed the work in the time given.		
<b>2 marks per 'yes' answer 20 marks</b>			

### 4. Checklist to assess task

	<b>Criteria: Did the learner</b>	<b>Yes</b>	<b>No</b>
1	Note which career path was chosen?		
2	Noted the institution where this qualification could be studied?		
3	Research which school level learning areas (subjects) are needed for that qualification?		
4	Made a list of the learning areas he/she will need to study?		
5	Listed places where they could study to get the qualification?		
6	Edited his/her work?		
7	Ensured that the presentation of the work looks neat.		
8	Completed the work in the time given.		
<b>2 marks per 'yes' answer 16 marks</b>			

### 5. Rubric to assess report

<b>Criteria</b>						<b>Marks</b>
Format of report <b>[Marks out</b>	The learner followed the format	The learner mostly followed the	The learner sometimes followed the	The learner did not follow the		

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<b>of 5]</b>	provided exactly. [5 marks]	format provided. [4 marks]	format provided. [3 marks]	format provided. [1-2 marks]	
Information on career paths contained in report <b>[Marks out of 5]</b>	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included few of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 marks]	
Language use in report <b>[Marks out of 5]</b>	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
<b>Total marks out of 15:</b>					

**Level 4: 11-15 marks (70–100%) – Outstanding**

**Level 3: 7-10 marks (50–69%) – Achieved**

**Level 2: 5-6 marks (35–49%) – Partially achieved**

**Level 1: 1–4 marks (1–34%) – Not achieved**

### 7. Rubric to assess prepared speech

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organized & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research [1, 2]
<b>Register, tone</b>	Excellent voice	Good self –	More	Unconfident.

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<b>and body language</b> [5 marks]	control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
<b>Language and vocabulary</b> [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors [1]
<b>Fluency</b> [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used [1]
<b>Total marks: 25</b>				