

## Grade 8 Life Orientation Worksheet

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### Career and study opportunities - interest and abilities

When planning your career, it is important to know yourself. Understand your interests and values. What are your strengths and weaknesses? What are your skills and abilities? What is your personality type? These questions answer not only what you will be good at doing, but also what kind of work will fulfil you. We spend an enormous part of our lives working – we may as well enjoy what we do!

#### **Activity 1: Identify your personal interests**

Your interests are the things that you enjoy doing.

To help you identify your top areas of interest, answer the questions below. When you answer the questions, think about all aspects of your life, including school, leisure and home.

1. What are the things that you do well?
2. What are your favourite subjects at school?
3. List your favourite hobbies.
4. What are your favourite activities to do in your spare time?
5. Do you get so involved in an activity that you lose track of time? What activity is that?
6. When you visit a bookstore, which section of books do you browse through?
7. What topics or issues interest you on television or in the newspapers?
8. What are the most interesting jobs you can think of?
9. What kind of information do you find most interesting?
10. If you did not have to worry about the size of your income, what work would you do?
11. What do you love to do?
12. Who are your role models?
13. Of all the people you know, who has the most interesting job in your opinion?
14. What did you want to be when you were 10 years old?
15. What would you do if there were nothing to hold you back?

Look carefully at the answers you have given above. What do you think your top three areas of interest are? Write them down. Your teacher will assess your answers.

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### Activity 2: Complete a SWOT analysis

In this activity, you are going to complete a SWOT analysis. In other words, you are going to give careful thought to your strengths, weaknesses, opportunities and threats. Think about the career path or career paths that you are considering. Complete a SWOT analysis for each career path by completing the table below.

**Strengths:** They are positive aspects that can be very efficiently used to bring you the competitive advantage that you need: your education, personal traits, networking success, any work experience, and specific skills such as communication, leadership and team work. You have some control over these attributes.

**Weaknesses:** These are the negative aspects of the internal environment. You definitely need to take a look at and improve them: negative personal traits, lack of goals, poor grades, etc. You have some control over these attributes.

**Opportunities:** These are the positive external aspects which you cannot control, but which you can use to your advantage: strong network, many opportunities in this field, etc.

**Threats:** This is the bad side of the external environment, but even though you cannot control them, you are able to smooth their effect: not a huge demand work-wise, many job candidates, etc.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

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Your teacher will assess your SWOT analysis using the following rubric.

Score	Description of criteria
Excellent 15 – 20	<ul style="list-style-type: none"> <li>• Has an excellent understanding of the concept of a SWOT analysis.</li> <li>• Fully understood each of these concepts: strengths, weaknesses, opportunities, threats.</li> <li>• Listed at least 5 strengths, weaknesses, opportunities and threats.</li> <li>• Very neat in presentations.</li> </ul>
Achieved 10 – 14	<ul style="list-style-type: none"> <li>• Understands the concept of a SWOT analysis.</li> <li>• Understood each of these concepts: strengths, weaknesses, opportunities, threats.</li> <li>• Listed at least 4 strengths, weaknesses, opportunities and threats.</li> <li>• Neat in presentation.</li> </ul>
Partially achieved 7 – 9	<ul style="list-style-type: none"> <li>• Did not fully understand the concept of a SWOT analysis.</li> <li>• Did not fully understand each of these concepts: strengths, weaknesses, opportunities, threats.</li> <li>• Listed 2 or 3 strengths, weaknesses, opportunities and threats.</li> <li>• Could have been neater.</li> </ul>
Not achieved 1 - 6	<ul style="list-style-type: none"> <li>• Did not understand the concept of a SWOT analysis.</li> <li>• Confused strengths, weaknesses, opportunities, threats.</li> <li>• Listed 1 or 0 strengths, weaknesses, opportunities and threats.</li> <li>• Work tended to be untidy.</li> </ul>

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### Activity 3: Define your own personal traits and qualities

Your personal traits and qualities are developed in childhood and through life experiences.

Complete this activity on your own and then ask a classmate who knows you well to see if s/he agrees with your choices. Sometimes our friends or family members recognise personal traits that we do not.

Go through the table below and highlight the traits and qualities that are most like you. Add to the list if you do not find the word that describes you best.

<b>ATTITUDE</b>	<b>PERSONAL STYLE</b>
Positive Action-oriented Straightforward Open-minded Realistic Objective Caring Imaginative Dependable  Other:	Assertive Motivated Energetic Independent Responsible Persevering Flexible Creative Calm Bossy  Other:
<b>INTERPERSONAL STYLE</b>	<b>WORK, STUDY, PLAY OR TEAM HABITS</b>
Humorous Tactful Adventurous Enthusiastic Cooperative Team player Competitive  Other:	Efficient Dependable Resourceful Detail-oriented Takes initiative Team player Leader Decisive Risk-taker  Other:

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- Now choose 10 of the words you have highlighted. These ten words should describe you best.
- Write a paragraph about yourself. Each of the ten words you selected should appear in your paragraph.

You will be assessed by your peers for this activity. The following checklist will be used.

<i>Peer assessment checklist</i>			
	<b>Criteria: Did my friend:</b>	<b>Yes</b>	<b>No</b>
1	Highlight qualities or traits in attitude that suited him/her?		
2	Highlight qualities or traits in personal style that suited him/her?		
3	Highlight qualities or traits in interpersonal style that suited him/her?		
4	Highlight qualities or traits in work, study, play that suited him/her?		
5	Choose 10 words that suited him/her best?		
6	Choose the 10 words honestly?		
7	Write a paragraph about him-/herself?		
8	Use the 10 key words in the paragraph?		
9	Write a paragraph that suits him/her well?		
10	Set out the work clearly?		

### Activity 4: Discuss example of a personality test (Group activity)

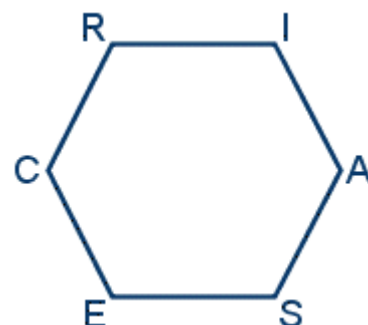
There are many different personality tests available, such as the Myers-Briggs Type Indicator and Holland's Theory.

A popular and widely researched method of linking personality types to careers was formulated by John Holland.

Let's have a closer look at this method.

Read the information below: (Excerpts from Wikipedia, the free encyclopedia)

**Holland Codes** represent a set of personality types described in a theory of careers and vocational choice formulated by psychologist John L. Holland. Holland's theory argued that "the choice of a vocation is an expression of personality" and that the six factor typology he articulated could be used to describe both *persons* and work *environments*. His model has been adopted by the U.S. Department of Labor for categorising jobs relative to interests.



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Holland's theory does not assume that a person is just one type or that there are "only six types of people in the world". Instead, he assumed that any person could be described as having interests associated with each of the six types in a descending order of preference.

In presenting his theory, Holland graphically represented the six types as arrayed on a hexagon. The shorter the distance between their corners on the hexagon, the more closely they are related.

Taken together, the Holland Codes are usually referred to by their first letters: RIASEC.

The six personality and work environment types described by Holland are as follows:

- **Realistic** - practical, physical, hands-on, tool-oriented
- **Investigative** - analytical, intellectual, scientific, explorative
- **Artistic** - creative, original, independent, chaotic
- **Social** - cooperative, supporting, helping, healing/nurturing
- **Enterprising** - competitive environments, leadership, persuading
- **Conventional** - detail-oriented, organising, clerical

### *Examples of professions*

The following lists show examples of professions for each category.

<b>REALISTIC – Working with your hands, tools, machines and things. Practical, mechanically inclined and physical.</b>	<b>INVESTIGATIVE – Working with theory and information, analytical, intellectual, scientific</b>
<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Archaeology</li> <li>• Architect</li> <li>• Astronaut</li> <li>• Athlete</li> <li>• Chef</li> <li>• Computer science</li> <li>• Driver</li> <li>• Electrical engineering</li> <li>• Engineer</li> <li>• Firefighter</li> <li>• Gardener</li> <li>• Information technology</li> <li>• Instructional technology</li> <li>• Martial arts</li> <li>• Mechanic/Automobiles</li> <li>• Mechanical engineering</li> <li>• Paramedic</li> </ul>	<ul style="list-style-type: none"> <li>• Actuary</li> <li>• Computer science</li> <li>• Economist</li> <li>• Engineer</li> <li>• Finance</li> <li>• Lawyer</li> <li>• Mathematics</li> <li>• Pharmacy</li> <li>• Physician/Medical school</li> <li>• Professor (all fields)</li> <li>• Psychologist</li> <li>• Psychiatrist</li> <li>• Science</li> <li>• Statistics</li> <li>• Surgeon</li> </ul>

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<ul style="list-style-type: none"> <li>• Pharmacy</li> <li>• Physical therapy</li> <li>• Pilot</li> <li>• Veterinarian</li> <li>• Police Officer</li> </ul>	
<b>ARTISTIC – Non-conforming, original, independent, chaotic, creative</b>	<b>SOCIAL – Cooperative environments, supporting, helping, healing/nurturing</b>
<ul style="list-style-type: none"> <li>• Actor/Performance</li> <li>• Animation</li> <li>• Art therapy</li> <li>• Artist</li> <li>• Author/ Poet</li> <li>• Dance therapy</li> <li>• Expressive therapy</li> <li>• Graphic designer</li> <li>• Library and information science</li> <li>• Music therapy</li> <li>• Musician</li> <li>• Painter</li> </ul>	<ul style="list-style-type: none"> <li>• Art therapy</li> <li>• Audiologist</li> <li>• Babysitter</li> <li>• Caretaker</li> <li>• Counselor</li> <li>• Dance therapy</li> <li>• Education</li> <li>• Instructional technology</li> <li>• Martial arts</li> <li>• Music therapy</li> <li>• Nurse</li> <li>• Nutritionist</li> <li>• Physician</li> <li>• Professor</li> <li>• Psychologist</li> <li>• Social Work</li> <li>• Teacher</li> <li>• Theology</li> <li>• Trainer (Industry)</li> <li>• Speech-Language Pathologist</li> <li>• Occupational Therapist</li> </ul>
<b>ENTERPRISING – Competitive environments, leading, persuading, selling, dominating, promoting, status</b>	<b>CONVENTIONAL – Precise, perfect attention to detail, orderly, organising, status</b>
<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic administration</li> <li>• Business/MBA</li> <li>• Communications</li> <li>• Insurance</li> <li>• Investment Banker</li> <li>• Journalism</li> <li>• Law / Politics</li> <li>• Marketing / Advertising</li> <li>• Management</li> <li>• Management Consultant</li> <li>• Public Health</li> <li>• Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Actuary</li> <li>• Administration</li> <li>• Academic administration</li> <li>• Banking/ Investment bank</li> <li>• Business/MBA</li> <li>• Clerk</li> <li>• Copy Editing</li> <li>• Instructional technology</li> <li>• Payroll</li> <li>• Proofreader</li> <li>• Receptionist</li> <li>• Retail</li> </ul>

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<ul style="list-style-type: none"> <li>• Public relations</li> <li>• Public policy</li> <li>• Real Estate</li> <li>• Retail</li> <li>• Stockbroker</li> <li>• Salesmen</li> </ul>	<ul style="list-style-type: none"> <li>• Secretary</li> <li>• Technical writer</li> </ul>
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Divide into work groups and discuss Holland's Theory.

Your teacher will assess your participation in the group 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?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of Holland's Theory?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
<b>2 marks for every 'yes' answer: 20 total</b>			

### Activity 5: Link your own personality with career choices (Individual activity)

Following the group discussion in Activity 3, you will already have a good idea which personality-type group you fit into. You will fit into more than one category – list them from most like you to least like you.



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Look at the two personality-type groups that describe you best.

Look at the careers that are listed in those two groups.

Are there any careers that you find interesting?

List those careers.

Use the following checklist to assess yourself.

Self-assessment checklist			
	Criteria: Did I?	Yes	No
1	Decide what personality group I fit into?		
2	List those I like most?		
3	List those I like the least?		
4	Look at the two personality types that describe me best?		
5	Look at the careers in those two groups?		
6	Find any careers interesting?		
7	List those careers?		
8	Enjoy this task?		

### Activity 6: Write an essay about a career of your choice

Look at the list of careers that you selected in Activity 4.

Select one career from the list.

Research and prepare an essay about that career.

Your teacher will assess your essay using the following rubric.

Criteria	Level 4 Outstanding 15 to 20 marks	Level 3 Achieved 10 – 14 marks	Level 2 Partially achieved 7 – 9 marks	Level 1 Not achieved 1 – 6 marks
Content 10 marks	<ul style="list-style-type: none"> <li>There is evidence of planning.</li> <li>The topic has been well interpreted.</li> <li>There is an engaging introduction.</li> <li>The ideas in</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>The essay is related to the topic.</li> <li>There is an adequate conclusion.</li> <li>Some of the ideas in the essay are</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>Essay partly off topic.</li> <li>The introduction is not fully developed.</li> <li>Few original ideas.</li> <li>The</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of planning.</li> <li>The essay is off the topic.</li> <li>The introduction is missing or irrelevant or uninteresting.</li> <li>The ideas</li> </ul>

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	<p>the essay are original and well developed.</p> <ul style="list-style-type: none"> <li>There is a logical, appropriate conclusion. [8 - 10 marks]</li> </ul>	<p>original.</p> <ul style="list-style-type: none"> <li>There is an adequate conclusion. [5 – 7 marks]</li> </ul>	<p>conclusion is not fully developed. [3, 4 marks]</p>	<p>are irrelevant or uninteresting.</p> <ul style="list-style-type: none"> <li>The conclusion is missing or irrelevant. [1, 2 marks]</li> </ul>
<p>Language and vocabulary 5 marks</p>	<ul style="list-style-type: none"> <li>Sentences vary in length and structure.</li> <li>There are only 1 or 2 spelling errors.</li> <li>The vocabulary is varied and appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Sentences could have been more varied.</li> <li>There are fewer than 4 spelling and grammar errors.</li> <li>The vocabulary is adequate for the purpose. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentences.</li> <li>Fewer than 10 spelling and grammar errors.</li> <li>The vocabulary it not always adequate. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are monotonous .</li> <li>More than 15 grammar and spelling errors.</li> <li>The vocabulary is not appropriate or too basic. [1 mark]</li> </ul>
<p>Style 5 marks</p>	<ul style="list-style-type: none"> <li>The essay is the correct length.</li> <li>The style and format of the essay are appropriate.</li> <li>The tone and register are appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The essay is less than one page in length.</li> <li>There are one or two style errors.</li> <li>There are some errors in tone and register. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The essay is too long or too short.</li> <li>There are several style and format errors.</li> <li>There are many errors in tone and register. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The essay is far too long or too short.</li> <li>The style and format are not appropriate to the topic.</li> <li>The tone and register are not appropriate. [1 mark]</li> </ul>
<p>Total: 20 marks</p>				

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### Activity 7: Draw a mind map showing own personal characteristics

Draw a mind map illustrating your own personal characteristics:

- Strengths
- Abilities
- Interests
- Skills
- Values
- Career options

Your teacher will assess your mind map using the rubric below.

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
<b>Required elements</b>	The mind map contains most of the information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
<b>Relevance</b>	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
<b>Flow</b>	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
<b>Attractiveness</b>	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
<b>Total marks: 20</b>				

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### Suggested Solutions

Task number	Possible marks	Solution
1	30	2 marks per answer. Mark flexibly, allowing for personal responses. Highlight spelling, grammar and punctuation errors and subtract half marks for each, to a maximum of 2 marks.
2	20	See rubric 1 in Appendix of Assessment Tools.
3	20	See checklist 2 in Appendix of Assessment Tools.
4	20	See checklist 3 in Appendix of Assessment Tools.
5	16	See self-assessment checklist 4 in Appendix of Assessment Tools.
6	20	See rubric 5 below in Appendix of Assessment Tools.
7	20	See rubric below in Appendix of Assessment Tools.

### Appendix of Assessment Tools

#### 2. Rubric to assess SWOT analysis

Score	Description of criteria
Excellent 15 – 20	<ul style="list-style-type: none"> <li>Has an excellent understanding of the concept of a SWOT analysis.</li> <li>Fully understood each of these concepts: strengths, weaknesses, opportunities, threats.</li> <li>Listed at least 5 strengths, weaknesses, opportunities and threats.</li> <li>Very neat in presentations.</li> </ul>
Achieved 10 – 14	<ul style="list-style-type: none"> <li>Understands the concept of a SWOT analysis.</li> <li>Understood each of these concepts: strengths, weaknesses, opportunities, threats.</li> <li>Listed at least 4 strengths, weaknesses, opportunities and threats.</li> <li>Neat in presentation.</li> </ul>
Partially achieved 7 – 9	<ul style="list-style-type: none"> <li>Did not fully understand the concept of a SWOT analysis.</li> <li>Did not fully understand each of these concepts: strengths, weaknesses, opportunities, threats.</li> <li>Listed 2 or 3 strengths, weaknesses, opportunities and threats.</li> <li>Could have been neater.</li> </ul>
Not achieved 1 - 6	<ul style="list-style-type: none"> <li>Did not understand the concept of a SWOT analysis.</li> <li>Confused strengths, weaknesses, opportunities, threats.</li> <li>Listed 1 or 0 strengths, weaknesses, opportunities and</li> </ul>

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	threats. • Work tended to be untidy.
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### 3. Peer assessment checklist

<i>Peer assessment checklist</i>			
	<b>Criteria: Did my friend:</b>	<b>Yes</b>	<b>No</b>
1	Highlight qualities or traits in attitude that suited him/her?		
2	Highlight qualities or traits in personal style that suited him/her?		
3	Highlight qualities or traits in interpersonal style that suited him/her?		
4	Highlight qualities or traits in work, study, play that suited him/her?		
5	Choose 10 words that suited him/her best?		
6	Choose the 10 words honestly?		
7	Write a paragraph about him-/herself?		
8	Use the 10 key words in the paragraph?		
9	Write a paragraph that suits him/her well?		
10	Set out the work clearly?		

### 4. Checklist to assess discussion of the Holland's Theory.

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

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### 5. Self-assessment checklist

Self-assessment checklist			
	Criteria: Did I?	Yes	No
1	Decide what personality group I fit into?		
2	List those I like most?		
3	List those I like the least?		
4	Look at the two personality types that describe me best?		
5	Look at the careers in those two groups?		
6	Find any careers interesting?		
7	List those careers?		
8	Enjoy this task?		

### 6. Rubric to assess essay

Criteria	Level 4 Outstanding 15 to 20 marks	Level 3 Achieved 10 – 14 marks	Level 2 Partially achieved 7 – 9 marks	Level 1 Not achieved 1 – 6 marks
Content 10 marks	<ul style="list-style-type: none"> <li>There is evidence of planning.</li> <li>The topic has been well interpreted.</li> <li>There is an engaging introduction.</li> <li>The ideas in the essay are original and well developed.</li> <li>There is a logical, appropriate conclusion. [8 - 10 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>The essay is related to the topic.</li> <li>There is an adequate conclusion.</li> <li>Some of the ideas in the essay are original.</li> <li>There is an adequate conclusion. [5 – 7 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>Essay partly off topic.</li> <li>The introduction is not fully developed.</li> <li>Few original ideas.</li> <li>The conclusion is not fully developed. [3, 4 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of planning.</li> <li>The essay is off the topic.</li> <li>The introduction is missing or irrelevant or uninteresting.</li> <li>The ideas are irrelevant or uninteresting.</li> <li>The conclusion is missing or irrelevant. [1, 2 marks]</li> </ul>

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Language and vocabulary 5 marks	<ul style="list-style-type: none"> <li>Sentences vary in length and structure.</li> <li>There are only 1 or 2 spelling errors.</li> <li>The vocabulary is varied and appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Sentences could have been more varied.</li> <li>There are fewer than 4 spelling and grammar errors.</li> <li>The vocabulary is adequate for the purpose. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentences.</li> <li>Fewer than 10 spelling and grammar errors.</li> <li>The vocabulary is not always adequate. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are monotonous.</li> <li>More than 15 grammar and spelling errors.</li> <li>The vocabulary is not appropriate or too basic. [1 mark]</li> </ul>
Style 5 marks	<ul style="list-style-type: none"> <li>The essay is the correct length.</li> <li>The style and format of the essay are appropriate.</li> <li>The tone and register are appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The essay is less than one page in length.</li> <li>There are one or two style errors.</li> <li>There are some errors in tone and register. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The essay is too long or too short.</li> <li>There are several style and format errors.</li> <li>There are many errors in tone and register. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The essay is far too long or too short.</li> <li>The style and format are not appropriate to the topic.</li> <li>The tone and register are not appropriate. [1 mark]</li> </ul>
Total: 20 marks				

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### 7. Rubric to assess mind map

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
<b>Required elements</b>	The mind map contains most of the information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
<b>Relevance</b>	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
<b>Flow</b>	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
<b>Attractiveness</b>	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
<b>Total marks: 20</b>				