

Grade 8 Life Orientation Worksheet

Creating a new national identity

A big challenge for the new democratic government in 1994 was to create a new national identity from a legacy of division and discrimination. This was the process of nation-building.

As citizens of the country, we contribute in a very large way towards the nation-building process. We are the nation!

Our contributions, however, can have either a positive or negative effect on nation-building. For example, when tourists are highjacked soon after arriving in Johannesburg, it is very bad for nation-building, because that action reflects on the country as a whole.

Activity 1: Discussion of nation-building

Divide into work groups of about 4-6 learners per group. List actions that you think contribute to nation-building. Say why certain other activities will not contribute to nation-building. You may cover aspects such as work, jobs, education, crime, national symbols, sports, recreation, tourism, conservation, wildlife, sustainable development, and so forth.

Your teacher will assess your input in the group discussion using the checklist below.

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 nation-building?		
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?		
2 marks for every 'yes' answer: 20 total			

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Activity 2: Essay about nation-building

Following your group discussion, write an essay on the following topic:

“Actions that contribute to nation-building”

Your essay should be between one and a half and two pages in length.

Your teacher will assess your writing 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"> • There is evidence of planning. • The topic has been well interpreted. • There is an engaging introduction . • The ideas in the essay are original and well developed. • There is a logical appropriate conclusion. [8 - 10 marks] 	<ul style="list-style-type: none"> • Some evidence of planning. • The essay is related to the topic. • Some of the ideas in the essay are original. • There is an adequate conclusion. [5 – 7 marks] 	<ul style="list-style-type: none"> • Some evidence of planning. • Essay partly off topic. • The introduction is not fully developed. • Few original ideas. • The conclusion is not fully developed. [3, 4 marks] 	<ul style="list-style-type: none"> • Little evidence of planning. • The essay is off the topic. • The introduction is missing or irrelevant or uninteresting. • The ideas are irrelevant or uninteresting. • The conclusion is missing or irrelevant. [1, 2 marks]
Language and vocabulary 5 marks	<ul style="list-style-type: none"> • Sentences vary in length and structure. • There are 	<ul style="list-style-type: none"> • Sentences could have been more varied. • There are 	<ul style="list-style-type: none"> • Some variation in sentences. • Fewer than 10 spelling 	<ul style="list-style-type: none"> • Sentences are monotonous . • More than

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

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Suggested Solutions

Item number	Possible marks	Solution
1	20	See checklist in Appendix of Assessment Tools.
2	20	See rubric in Appendix of Assessment Tools.

Checklist to assess participation in the 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 nation-building?		
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?		
2 marks for every 'yes' answer: 20 total			

2. Rubric to assess the 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"> There is evidence of planning. The topic has been well interpreted. There is an engaging introduction. The ideas in the essay 	<ul style="list-style-type: none"> Some evidence of planning. The essay is related to the topic. Some of the ideas in the essay are original. There is an adequate conclusion. 	<ul style="list-style-type: none"> Some evidence of planning. Essay partly off topic. The introduction is not fully developed. Few original ideas. The conclusion is 	<ul style="list-style-type: none"> Little evidence of planning. The essay is off the topic. The introduction is missing or irrelevant or uninteresting. The ideas are

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