

Grade 9 Life Orientation Worksheet

Cultural diversity in South Africa

We live in South Africa, and our nation has often been called the 'Rainbow Nation'. Do you know why we are called this? Yes, it's because South Africa is like a rainbow that is made up of many different colours. South Africa is a country that is home to people from many different cultures. Each different group of people have their own history and culture. They may dress in different ways, eat different foods and have different customs.

We speak many different languages in South Africa. We have eleven official spoken languages, with sign language as a 12th language. As well as our official languages, you can also hear other languages such as Portuguese, French, Italian and Chinese, because of all the different immigrants who have made South Africa their home.

Religions vary greatly in South Africa. There are many different Christian churches, including Protestant, Anglican, Roman Catholic and traditional African. Moslems, Jews and Hindus are all free to worship in their own way.

Part One

Work in small groups to conduct research into the different customs of different groups of South African people. First decide which group you are going to research, and then decide what aspect of that group you will research. For example, one group might decide to find out more about Indian culture. One person might investigate the food that Indian people eat, another might find out about their religious customs and another about their traditional dress. You have one week to find out what you can about your selected group of people.

Part Two

Each group must present their findings as a presentation. Try to bring as many articles or pictures as you can to make your presentation more interesting. Your teacher will assess each group's presentation using the rubric below.

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| Criteria | Description | | | |
|--|--|--|--|-----------|
| Content (10 marks) | 8 - 10 | 5-7 | 1-4 | |
| | Excellent. Original and interesting content. Content well organised and well researched. | Informative and sufficient to achieve purpose. There is evidence that the content has been researched. | Flow of ideas is difficult to follow. Little evidence of research. | |
| Register, tone and body language (5 marks) | 5 | 3-4 | 1-2 | |
| | Excellent voice control. Makes good use of pause. Unobtrusive use of notes. Makes eye contact with audience. | Good self-confidence and variation in tone of voice. The pace of delivery could be improved. Makes some attempt to make eye contact. | Self-confidence needs improvement. Little variation in tone of voice. Depends too much on notes. Makes little or no eye contact. | |
| Language and vocabulary (5 marks) | 5 | 3-4 | 1-2 | |
| | Wide range of vocabulary used. Very few language errors. | Vocabulary is sufficient for task. Some minor language errors. | Limited vocabulary. A number of major language errors. | |
| Fluency (5 marks) | 5 | 3-4 | 1-2 | |
| | Confident. Skilful and fluent speaker. Very effective. | One or two lapses in delivery, but otherwise fluent. | Cannot sustain ideas in a flowing way. Many unnecessary stoppages. | |
| | | | Total marks | 25 |

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Suggested Solutions

| Question Number | Possible marks | Solution |
|-----------------|----------------|--|
| 1 | 25 | See rubric below. Assessment to be given to everyone in the group. |

Rubric for assessment of presentation

| Criteria | Description | | | |
|--|--|--|--|-----------|
| | 8–10 | 5–7 | 1–4 | |
| Content (10 marks) | Excellent. Original and interesting content. Content well organised and well researched. | Informative and sufficient to achieve purpose. There is evidence that the content has been researched. | Flow of ideas is difficult to follow. Little evidence of research. | |
| | 5 | 3–4 | 1–2 | |
| Register, tone and body language (5 marks) | Excellent voice control. Makes good use of pause. Unobtrusive use of notes. Makes eye contact with audience. | Good self-confidence and variation in tone of voice. The pace of delivery could be improved. Makes some attempt to make eye contact. | Self-confidence needs improvement. Little variation in tone of voice. Depends too much on notes. Makes little or no eye contact. | |
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| Language and vocabulary (5 marks) | Wide range of vocabulary used. Very few language errors. | Vocabulary is sufficient for task. Some minor language errors. | Limited vocabulary. A number of major language errors. | |
| | 5 | 3–4 | 1–2 | |
| Fluency (5 marks) | Confident. Skilful and fluent speaker. Very effective. | One or two lapses in delivery, but otherwise fluent. | Cannot sustain ideas in a flowing way. Many unnecessary stoppages. | |
| | 5 | 3–4 | 1–2 | |
| | | | Total marks | 25 |