

Grade 8 Life Orientation Worksheet

Democracy in South Africa

Questionnaire and interviews about democracy

South Africa became a democracy in 1994, when the first multiracial, democratic elections were held. The African National Congress (ANC) came into power under the leadership of Nelson Mandela. Even though there was much fear and speculation of violence and turmoil, South Africa did a relatively easy transition into a democracy.

A **democracy** is a form of government in which the people, either directly or indirectly, take part in governing. Therefore, everybody should have a say in how they are ruled and what the rules should be. The word democracy originates from Greek, and means *rule of the people*.

In most democracies today, elections are held in which everybody can vote for individuals or a political party to represent them in the government. In South Africa, elections are held every five years.

Human rights are also important in a democracy. Every person is equal, and nobody may discriminate against another.

In a democracy:

- There is a voting system, with all citizens over the age of 18 allowed to vote;
- Citizens have freedom of speech; and
- Those who break the law get a fair trial.

Activity:

Interview an older relative. Find out how they experienced South Africa's change to democracy.

Plan your interview questionnaire to include the following topics:

- What the country was like before it was a democracy
- How democracy has changed South Africa
- What it felt like to vote in the first democratic elections in South Africa (Ask questions like: Did you vote? How did it feel?)

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Use the checklist below to check your own questionnaire before starting the interviews.

	<i>Points to check</i>	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 space for participants to write their names?		
5	Does the questionnaire cover all three 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 space for participants to write their answers, where necessary?		
10	Is the questionnaire well planned?		

Then conduct the interviews and complete the questionnaires.

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

<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. 7 – 10 marks	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. 5 - 6 marks	Some attempt at developing the questionnaire was made. Only a few categories covered. Not easy to analyse. 3, 4 marks	Very little planning. Insufficient categories covered. Not possible to analyse. 1 – 2 marks	
Gathering information 10 marks	The information that has been gathered is clear and suitable for the purpose. 7 – 10 marks	Information is available, but not all. 5 – 6 marks	Some information is available but it is insufficient. 3 – 4 marks	No or irrelevant information. 1 – 2 marks	
Total:					

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Suggested Solutions

Question number	Possible marks	Solution
1	N/A	Self-assessment checklist in Appendix of Assessment Tools.
1	20	See rubric in Appendix of Assessment Tools.

1. Self-assessment 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 space for participants to write their names?		
5	Does the questionnaire cover all three 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 space for participants to write their answers, where necessary?		
10	Is the questionnaire well planned?		

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2. Rubric to assess completed 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. 7 – 10 marks	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. 5 - 6 marks	Some attempt at developing the questionnaire was made. Only a few categories covered. Not easy to analyse. 3, 4 marks	Very little planning. Insufficient categories covered. Not possible to analyse. 1 – 2 marks	
Gathering information 10 marks	The information that has been gathered is clear and suitable for the purpose. 7 – 10 marks	Information is available, but not all. 5 – 6 marks	Some information is available but it is insufficient. 3 – 4 marks	No or irrelevant information. 1 – 2 marks	
Total:					