

Grade 8 Life Orientation Worksheet

Investigation on gender equity in sport activities

Activity 1: Prepare a questionnaire on gender equality

Prepare a questionnaire that you will use to conduct interviews in your community and school. The purpose of the questionnaire is to find out the feelings of the community regarding gender issues and gender equity in sports and athletics.

Your teacher will assess your questionnaire using the following checklist.

	<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 the 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?		

Activity 2: Conduct interviews (Individual activity)

In this activity you will use your completed questionnaire to interview people in your community and at school.

Keep copies of the completed questionnaires in your portfolio.

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

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<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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Activity 3: Write a report on gender equality

Write a report based on the findings from your interviews conducted in your community and at school.

Use the following format to complete your report:

Report writing

Your report should contain the headings below in bold (if typed) and 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: 'What is gender equity?' 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.: Gender equity is) Define your key concepts, e.g. 'gender issues' and 'gender equity'.

Method and results

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.

Discussion

Assess your results. (E.g.: State whether you were able to obtain sufficient information on people's feelings about gender issues and gender equity.)

Conclusion

Summarise your results. Make recommendations about how solutions can be found to the problem you investigated.

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Your teacher will assess your report writing using the following rubric.

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 people's feelings about gender issues 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]	
Total marks out of 15:					

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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Suggested Solutions

Task number	Possible marks	Solution
1	20	<p>Suggested questions. Guide the learners, if necessary.</p> <ol style="list-style-type: none"> 1. Do you think that women are afforded the same opportunities as men in sport? 2. Do you think that women should be afforded the same opportunities as men in sport? 3. Do you think that culture plays a role in women's involvement in sport? Why? 4. What are the benefits of sports to women, healthwise? Emotionally, physically, mentally. 5. Do you think it strange to see women play traditionally male sports like soccer? 6. What sports do you think women should not play, if any? 7. Do you think there are sports that men should not play? 8. What are the traditional sports for men in South Africa? 9. What sports are traditionally played by women in South Africa? 10. Discuss the various roles in sports, not only on the field but off as well, for example: coaching, physiotherapy, refereeing, sports commentating, etc. 11. How do you feel about equity in sports? 12. Do women who are involved in sport lose their femininity? <p>See checklist 1 in Appendix of Assessment Tools.</p>
2	20	See rubric 2 in Appendix of Assessment Tools.
3	20	See rubric 3 in Appendix of Assessment Tools.

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1. Checklist for assessing questionnaire

	<i>Points to check</i>	Yes	No
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2. Rubric for assessing completed questionnaire

Criteria (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
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Total:					

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3. Rubric for assessing 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]	
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