

Grade 8 Life Orientation Worksheet

Non-profit organisations

Religious organisations have always had a role to play in social development – feeding schemes, education, old-age homes and other social upliftment issues.

A good way to fight the hardships of poverty is social development. Many churches have devised social development programmes that are effective and sustainable, but there is still much to be done.

Activity 1: Questionnaire and interviews regarding religious organisations and social upliftment

Visit your minister or a minister from a local church or religious organisation. Alternately, speak to a member of a congregation who is involved with church activities.

Find out how the church or religious organisation contributes to social development.

Prepare questions to ask, for example:

- How does the church get involved with the community?
- What social development work does the church do?
- Who do they care for?
- Where do they get funding?
- How do the members of their ministry get involved?

Use the following checklist to make sure that your questionnaire contains everything it should.

	<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 five 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?		

Grade 8 Life Orientation Worksheet

Then use the questionnaires to conduct your interviews and keep note of the answers that you receive.

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

<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:					

Grade 8 Life Orientation Worksheet

Activity 2: Write report on findings (Individual activity)

Prepare a report on the above findings.

Use the following report format as a guideline for writing 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: 'Why is it necessary for the church to get involved in social projects?' 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.: The church should get involved with community work because) Define your key concept, e.g. community work, ministry involvement, funding, etc.

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 get information about where the church gets its funding for community projects.)

Conclusion

Summarise your results. Explain what the church does to assist communities. Make recommendations about how solutions can be found to the problem you investigated.

Grade 8 Life Orientation Worksheet

Your teacher will assess your report using the rubric below.

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 the role of religious organisations in social development 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:					

Grade 8 Life Orientation Worksheet

Activity 3: Prepared speech on religious organisations and social upliftment

Prepare a speech to present to your class.

The topic of your speech is:

“How religious organisations contribute to social development.”

Use the findings from your interview to assist you in developing your speech. You may decide to use one specific story from your findings and grow that story.

You can, if you wish, investigate this issue on the internet or library as a new topic.

Your speech should be 5 -7 minutes long.

You may use supporting visuals.

Use cue cards rather than reading your speech.

Practise makes perfect!

Grade 8 Life Orientation Worksheet

Your teacher will assess your speech using the following rubric.

Criteria	Level 4	Level 3	Level 2	Level 1
Content [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [1, 2]
Register, tone and body language [5 marks]	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Not confident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
Language and vocabulary [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors. [1]
Fluency [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used. [1]

Grade 8 Life Orientation Worksheet

Suggested Solutions

Question number	Possible marks	Solution
1	N/A	See self-assessment checklist in Appendix of Assessment Tools.
1	20	See rubric 2 in Appendix of Assessment Tools.
2	15	See rubric 3 in Appendix of Assessment Tools.
3	25	See rubric 4 in Appendix of Assessment Tools.

1. Self-assessment checklist

	<i>Points to check</i>	Yes	No
1	Does the questionnaire contain a title?		
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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?		

Grade 8 Life Orientation Worksheet

2. Rubric to assess completed questionnaire

<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
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Total:					

Grade 8 Life Orientation Worksheet

3. Rubric to assess 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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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

Grade 8 Life Orientation Worksheet

4. Rubric to assess prepared speech

Criteria	Level 4	Level 3	Level 2	Level 1
Content [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [1, 2]
Register, tone and body language [5 marks]	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Not confident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
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