

## Grade 8 Life Orientation Worksheet

### The influence of culture on society

Humans are constantly evolving or changing. We are different to our parents and even more so to our grandparents. We are influenced by society, technology and the environment. They influence the way that we do things. This results in cultures changing over time. These changes are not always easy for people to accept.

### **Activity 1: Prepare a questionnaire on cultural changes**

Prepare a questionnaire with a list of questions to ask your parents, grandparents or neighbours.

Find out about the changes they have seen or experienced over time:

- What cultural changes have they experienced?
- What traditions have changed?
- Ask questions about how they see changes in personal values.

Your teacher will assess your questionnaire using the following checklist.

	<i>Points to check</i>	<b>Yes</b>	<b>No</b>
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?		
<b>2 marks per point. 20 marks available.</b>			

## Grade 8 Life Orientation Worksheet

### Activity 2: Conduct interviews

Using your questionnaire, interview at least 3 people.

Remember that the more people you interview, the more opinions you will get!

Write down the responses you receive.

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

<i>Criteria</i> (Marks out of 20)	<b>Level 4</b> <b>Outstanding</b> 15 – 20 marks (70 – 100%)	<b>Level 3</b> <b>Achieved</b> 10 – 14 marks (50 – 69%)	<b>Level 2</b> <b>Partially</b> <b>achieved</b> 7 – 9 marks (35 – 49%)	<b>Level 1</b> <b>Not achieved</b> 1 – 6 marks (1 – 34%)	<b>Marks</b>
<b>Developing a questionnaire</b> <b>10 marks</b>	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	
<b>Gathering information</b> <b>10 marks.</b>	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	
<b>Total:</b>					

## Grade 8 Life Orientation Worksheet

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### Activity 3: Report of results of interviews

Write a report on the results of your findings after the interviews. Use the questions on your questionnaire as a guideline for your report headers.

Use the following report-writing 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: 'Why do cultural traditions change?'  
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.: Traditions change over time.) Define your key concepts, e.g. 'traditions, culture, personal values'.

#### **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 to explain the changes in cultural traditions.)

#### **Conclusion**

Summarise your results. Explain what changes can be seen in cultural values and traditions and why these have occurred.

## Grade 8 Life Orientation Worksheet

Your teacher will assess your report using the following rubric.

Criteria					Marks
Format of report <b>[Marks out of 5]</b>	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 changing traditions, cultural changes and personal values contained in report <b>[Marks out of 5]</b>	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 <b>[Marks out of 5]</b>	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]	
<b>Total marks out of 15:</b>					

## Grade 8 Life Orientation Worksheet

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### Suggested Solutions

Item number	Possible marks	Solution
1	20	See checklist 1 in Appendix of Assessment Tools.
2	20	See rubric in Appendix of Assessment Tools.
3	15	See rubric 3 in Appendix of Assessment Tools.

### 1. Checklist to assess questionnaire

	<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?		
<b>2 marks per point. 20 marks available.</b>			

## Grade 8 Life Orientation Worksheet

### 2. Rubric to assess completed questionnaires

<i>Criteria</i> (Marks out of 20)	<b>Level 4</b> <b>Outstanding</b> <b>15 – 20 marks</b> <b>(70 – 100%)</b>	<b>Level 3</b> <b>Achieved</b> <b>10 – 14 marks</b> <b>(50 – 69%)</b>	<b>Level 2</b> <b>Partially</b> <b>achieved</b> <b>7 – 9 marks</b> <b>(35 – 49%)</b>	<b>Level 1</b> <b>Not achieved</b> <b>1 –6 marks</b> <b>(1 – 34%)</b>	<b>Marks</b>
<b>Developing a questionnaire</b> <b>10 marks</b>	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	
<b>Gathering information</b> <b>10 marks.</b>	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	
<b>Total:</b>					

## Grade 8 Life Orientation Worksheet

### 3. Rubric to assess report

Criteria					Marks
Format of report <b>[Marks out of 5]</b>	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 changing traditions, cultural changes and personal values contained in report <b>[Marks out of 5]</b>	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 <b>[Marks out of 5]</b>	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]	
<b>Total marks out of 15:</b>					

**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**