

## Grade 8 Life Orientation Worksheet

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### The role of work in relation to South Africa's needs

Read the following news report:

#### **Zuma: SA needs to work harder**

2008-11-29 20:11 - News24

Johannesburg - SA needs to be an effective developmental state if it is to achieve social transformation, African National Congress president Jacob Zuma said in Kempton Park on Saturday.

Zuma said SA's economic growth needed to be supported by health and education transformation, a fight against crime, rural development and agrarian and land reform.

"Key to achieving these priorities will be the building of an effective developmental state."

Zuma, speaking at the ANC's meeting to discuss the framework for its election manifesto, said this state would have "strengthened capacity to plan throughout government by means of a planning entity and a new cabinet system".

"This will ensure a coherent state intervention in the economy to achieve our objectives of building a sustainable economy that creates decent jobs and meet our developmental needs."

Zuma said an ANC government's key focus in economic policy would be job creation and retention.

"The creation of and also retention of decent jobs will be the primary focus of all economic policies of the ANC government.

"Our trade and industrial policies, our macro-economic policy stance and other policies must be aligned to achieve decent work outcomes."

Zuma said quality economic growth needed to be ensured.

"We cannot build the economy that does not, at the same time create decent jobs and significantly share the benefits of such growth with the greatest majority of our people, and reduce inequalities," he said.

"As the RDP [Reconstruction and Development Programme] once emphasised, Growth and development must be inter-connected."

Zuma said the party's industrial policy programme would be the key instrument for state intervention measures.

"[This] will ensure that both private and public sectors are oriented to investment areas that promote growth and development."

Zuma said SA needed to be prepared for the impact of the global financial crisis which was likely to slow the rate at which the economy grew as well as impact on job growth and poverty reduction.

"We remain committed...to the maintenance of macro-economic stability, sound management of public finances and a mass investment programme."

"These measures, together with our developmental priorities will help lessen the impact of the global crisis on the South Africa's poor."

Addressing HIV/Aids, Zuma said South Africans needed to be activists in fighting against

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the disease.

"Aids can be beaten and we can see the difference within 10 years if we pool our efforts and change our mindsets."

Zuma said the ANC's manifesto needed to be an achievable plan.

"It is not designed to be a list of empty promises."

More work needed to be done in SA. "We must work harder to bring about faster change," he said.

- SAPA

### Activity 1: Reading and group discussion

Divide into work groups of about 5 learners per group.

Discuss the above news report on a speech made by African National Congress president Jacob Zuma, now our South African President.

Discuss the government's role and responsibility in:

- Job creation
- Economic growth and development
- Sustainable growth and development
- Public finances
- Health
- Education
- Crime

Keep notes of your discussion.

Your teacher will assess your participation in the group discussion using the following checklist.

| Checklist for observation of group discussion |  |       |    |
|---|--|-------|----|
| Name:   |  | Date: |    |
|   | Criteria: Does the learner:  | Yes   | No |
| 1   | Wait for a pause before s/he interrupts a speaker?   |       |    |
| 2   | Interrupt a speaker politely?  |       |    |
| 3   | Show evidence of having understood the concepts of economic development and sustainable development? |       |    |
| 4   | Keep to the topic under discussion?  |       |    |
| 5   | Cover all the points listed above?   |       |    |
| 6   | Give reasons to support alternative points of view?  |       |    |
| 7   | Make points clearly using appropriate vocal volume?  |       |    |

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|   |   |  |  |
|---|---|--|--|
| 8   | Make eye contact when speaking?                               |  |  |
| 9   | Use body language appropriately?                              |  |  |
| 10  | Make notes when applicable to remember points made by others? |  |  |
| <b>2 marks for every 'yes' answer: 20 total</b> |   |  |  |

### Activity 2: Questions based on reading and discussion

For this activity, you will work on your own.

Write an essay based on your group discussion in Activity 1.

The essay should summarise each of the discussion points above.

Title your essay: 'Government's role and responsibility in building a sustainable economy that creates decent jobs and meets our developmental needs.'

Your teacher will assess your essay using the following rubric.

| Criteria                    | Level 4<br>Outstanding 15<br>to 20 marks  | Level 3<br>Achieved<br>10 – 14 marks   | Level 2<br>Partially<br>achieved<br>7 – 9 marks   | Level 1<br>Not achieved<br>1 – 6 marks  |
|-----------------------------|---|--|---|---|
| <b>Content<br/>10 marks</b> | <ul style="list-style-type: none"> <li>There is evidence of planning.</li> <li>The topic has been well interpreted.</li> <li>There is an engaging introduction.</li> <li>The ideas in the essay are original and well developed.</li> <li>There is a logical, appropriate conclusion. [8 - 10 marks]</li> </ul> | <ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>The essay is related to the topic.</li> <li>There is an adequate conclusion.</li> <li>Some of the ideas in the essay are original.</li> <li>There is an adequate conclusion. [5 – 7 marks]</li> </ul> | <ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>Essay partly off topic.</li> <li>The introduction is not fully developed.</li> <li>Few original ideas.</li> <li>The conclusion is not fully developed. [3, 4 marks]</li> </ul> | <ul style="list-style-type: none"> <li>Little evidence of planning.</li> <li>The essay is off the topic.</li> <li>The introduction is missing or irrelevant or uninteresting.</li> <li>The ideas are irrelevant or uninteresting.</li> <li>The conclusion is missing or irrelevant. [1, 2 marks]</li> </ul> |

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|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>Language and vocabulary</b><br/><b>5 marks</b></p> | <ul style="list-style-type: none"> <li>• Sentences vary in length and structure.</li> <li>• There are only 1 or 2 spelling errors.</li> <li>• The vocabulary is varied and appropriate. [4, 5 marks]</li> </ul>   | <ul style="list-style-type: none"> <li>• Sentences could have been more varied.</li> <li>• There are fewer than 4 spelling and grammar errors.</li> <li>• The vocabulary is adequate for the purpose. [3 marks]</li> </ul> | <ul style="list-style-type: none"> <li>• Some variation in sentences.</li> <li>• Fewer than 10 spelling and grammar errors.</li> <li>• The vocabulary is not always adequate. [2 marks]</li> </ul>             | <ul style="list-style-type: none"> <li>• Sentences are monotonous.</li> <li>• More than 15 grammar and spelling errors.</li> <li>• The vocabulary is not appropriate or too basic. [1 mark]</li> </ul>                       |
| <p><b>Style</b><br/><b>5 marks</b></p>                   | <ul style="list-style-type: none"> <li>• The essay is the correct length.</li> <li>• The style and format of the essay are appropriate.</li> <li>• The tone and register are appropriate. [4, 5 marks]</li> </ul> | <ul style="list-style-type: none"> <li>• The essay is less than one page in length.</li> <li>• There are one or two style errors.</li> <li>• There are some errors in tone and register. [3 marks]</li> </ul>              | <ul style="list-style-type: none"> <li>• The essay is too long or too short.</li> <li>• There are several style and format errors.</li> <li>• There are many errors in tone and register. [2 marks]</li> </ul> | <ul style="list-style-type: none"> <li>• The essay is far too long or too short.</li> <li>• The style and format are not appropriate to the topic.</li> <li>• The tone and register are not appropriate. [1 mark]</li> </ul> |
| <p><b>Total: 20 marks</b></p>                            |   |  |  |  |

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### Suggested Solutions

| Task number | Possible marks | Solution   |
|-------------|----------------|--|
| 1           | 20             | See checklist 1 in Appendix of Assessment Tools. |
| 2           | 20             | See rubric 2 in Appendix of Assessment Tools.    |

### Appendix of Assessment Tools

#### 1. Checklist to assess participation in the group discussion

| Checklist for observation of group discussion   |  |       |    |
|---|--|-------|----|
| Name:   |  | Date: |    |
|   | Criteria: Does the learner:  | Yes   | No |
| 1   | Wait for a pause before s/he interrupts a speaker?   |       |    |
| 2   | Interrupt a speaker politely?  |       |    |
| 3   | Show evidence of having understood the concepts of economic development and sustainable development? |       |    |
| 4   | Keep to the topic under discussion?  |       |    |
| 5   | Cover all the points listed above?   |       |    |
| 6   | Give reasons to support alternative points of view?  |       |    |
| 7   | Make points clearly using appropriate vocal volume?  |       |    |
| 8   | Make eye contact when speaking?  |       |    |
| 9   | Use body language appropriately?   |       |    |
| 10  | Make notes when applicable to remember points made by others?  |       |    |
| <b>2 marks for every 'yes' answer: 20 total</b> |  |       |    |

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### 2. Rubric to assess essay

| Criteria                                       | Level 4<br>Outstanding 15<br>to 20 marks  | Level 3<br>Achieved<br>10 – 14 marks   | Level 2<br>Partially<br>achieved<br>7 – 9 marks   | Level 1<br>Not achieved<br>1 – 6 marks  |
|--|---|--|---|---|
| <b>Content<br/>10 marks</b>                    | <ul style="list-style-type: none"> <li>• There is evidence of planning.</li> <li>• The topic has been well interpreted.</li> <li>• There is an engaging introduction.</li> <li>• The ideas in the essay are original and well developed.</li> <li>• There is a logical, appropriate conclusion. [8 - 10 marks]</li> </ul> | <ul style="list-style-type: none"> <li>• Some evidence of planning.</li> <li>• The essay is related to the topic.</li> <li>• There is an adequate conclusion.</li> <li>• Some of the ideas in the essay are original.</li> <li>• There is an adequate conclusion. [5 – 7 marks]</li> </ul> | <ul style="list-style-type: none"> <li>• Some evidence of planning.</li> <li>• Essay partly off topic.</li> <li>• The introduction is not fully developed.</li> <li>• Few original ideas.</li> <li>• The conclusion is not fully developed. [3, 4 marks]</li> </ul> | <ul style="list-style-type: none"> <li>• Little evidence of planning.</li> <li>• The essay is off the topic.</li> <li>• The introduction is missing or irrelevant or uninteresting.</li> <li>• The ideas are irrelevant or uninteresting.</li> <li>• The conclusion is missing or irrelevant. [1, 2 marks]</li> </ul> |
| <b>Language and<br/>vocabulary<br/>5 marks</b> | <ul style="list-style-type: none"> <li>• Sentences vary in length and structure.</li> <li>• There are only 1 or 2 spelling errors.</li> <li>• The vocabulary is varied and appropriate. [4, 5 marks]</li> </ul>   | <ul style="list-style-type: none"> <li>• Sentences could have been more varied.</li> <li>• There are fewer than 4 spelling and grammar errors.</li> <li>• The vocabulary is adequate for the</li> </ul>  | <ul style="list-style-type: none"> <li>• Some variation in sentences.</li> <li>• Fewer than 10 spelling and grammar errors.</li> <li>• The vocabulary is not always adequate. [2 marks]</li> </ul>  | <ul style="list-style-type: none"> <li>• Sentences are monotonous.</li> <li>• More than 15 grammar and spelling errors.</li> <li>• The vocabulary is not appropriate or too basic.</li> </ul>   |

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|                          |   |   |  |  |
|--------------------------|---|---|--|--|
|                          |   | purpose. [3 marks]  |  | [1 mark]   |
| <b>Style<br/>5 marks</b> | <ul style="list-style-type: none"> <li>The essay is the correct length.</li> <li>The style and format of the essay are appropriate.</li> <li>The tone and register are appropriate. [4, 5 marks]</li> </ul> | <ul style="list-style-type: none"> <li>The essay is less than one page in length.</li> <li>There are one or two style errors.</li> <li>There are some errors in tone and register. [3 marks]</li> </ul> | <ul style="list-style-type: none"> <li>The essay is too long or too short.</li> <li>There are several style and format errors.</li> <li>There are many errors in tone and register. [2 marks]</li> </ul> | <ul style="list-style-type: none"> <li>The essay is far too long or too short.</li> <li>The style and format are not appropriate to the topic.</li> <li>The tone and register are not appropriate. [1 mark]</li> </ul> |
| <b>Total: 20 marks</b>   |   |   |  |  |