

Grade 8 Life Orientation Worksheet

Water pollution

Research and speech

First read the following text, edited from an article in the Bedfordview and Edenvale News, August 12, 2009.08.29.

Sewerage Kills Fish

A sewerage spillage caused the death of a number of fish in the dam at Gillooly's Farm last week.

The spillage came from the northern parts of the stream that runs through the dam. As it starts to decompose, the bacteria in the sewerage consumes the oxygen and releases carbon dioxide, which suffocates the fish. Plastic bottles and babies nappies that are thrown into the dam or the stream that runs into it have contributed to the situation. People are urged to use the dustbins in the park for solid waste and to teach children to use the allocated bins.

Now you are going to conduct your own research into river pollution. During your research, investigate the following questions:

- What causes river pollution?
- What are the effects of river pollution?
- What are the laws or policies regarding river pollution?

Once you have completed your research, present a speech on your findings to your class. You can use pictures or props to support your speech. Try not to read your speech, but use cue cards instead. Your speech should be between 5 and 7 minutes in length.

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Your teacher will assess your speech using the rubric below.

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]
Total marks: 25				

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Suggested Solutions

Question number	Possible marks	Solution
1	25	See rubric in Appendix of Assessment Tools.

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