

## Grade 8 Life Orientation Worksheet

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### AIDS orphans

#### **Essay about the rights of AIDS orphans**

As a result of the severe AIDS pandemic, an estimated 4 million children, or about 10% of the entire population of South Africa, will be orphaned by the year 2015. These statistics have a huge impact on the country. As a democratic society, we have a responsibility to care for orphaned children.

#### **Activity**

Write an essay, explaining the role that a democracy has in taking care of its people, including children. In your essay, refer to the rights of citizens in South Africa as stipulated in our Constitution and the South African Bill of Rights.

Your essay should be approximately one page in length.

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Your teacher will assess your writing using the following rubric.

Criteria	Level 4 Outstanding – 15 to 20 marks	Level 3 Achieved 10 – 14 marks	Level 2 Partially achieved 7- 9 marks	Level 1 Not achieved 1 – 7 marks
<b>Content 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 vocabulary 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 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>				

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### Suggested Solutions

Question number	Possible marks	Solution
1	20	See rubric in Appendix of Assessment Tools.

### Appendix of assessment tools

#### Rubric to assess the essay

Criteria	Level 4 Outstanding – 15 to 20 marks	Level 3 Achieved 10 – 14 marks	Level 2 Partially achieved 7- 9 marks	Level 1 Not achieved 1 – 7 marks
<b>Content 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 vocabulary 5 marks</b>	<ul style="list-style-type: none"> <li>Sentences vary in length and structure.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences could have been more varied.</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentences.</li> <li>Fewer that</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are monotonous .</li> </ul>

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	<ul style="list-style-type: none"> <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>• 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>• 10 spelling and grammar errors.</li> <li>• The vocabulary is not always adequate. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>• More than 15 grammar and spelling errors.</li> <li>• The vocabulary is not appropriate or too basic. [1 mark]</li> </ul>
<b>Style 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>				