

Grade 8 Life Orientation Worksheet

Human rights in a democracy

A **democracy** is a form of government in which the people, either directly or indirectly, take part in governing. Therefore, everybody should have a say in how they are ruled and what the rules should be. The word democracy originates from Greek, and means *rule of the people*.

In most democracies today, elections are held in which everybody can vote for individuals or a political party to represent them in the government. In South Africa, elections are held every five years.

Human rights are also important in a democracy. Every person is equal, and nobody may discriminate against another.

In a democracy:

- There is a voting system;
- Citizens have freedom of speech; and

Those who break the law get a fair trial.

Activity 1: Discussion of democracy

Divide into workgroups of about 5 learners per group.

Discuss the following, keeping notes of your discussion:

- What is a democracy?
- What makes South Africa a democracy, and at what point did we become one?
- What are democratic processes?

Grade 8 Life Orientation Worksheet

Your teacher will assess your participation in the group discussion using this 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 concept of democracy?		
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?		
2 marks for every 'yes' answer: 20 total			

Activity 2: Mind map of discussion

Following the group discussion, draw up a mind map to illustrate your findings. Your teacher will assess your mind map using this checklist.

Criteria: Did the learner do the following?	Yes	No
1. Put the main heading or idea clearly in the middle of the page.		
2. Connect the main heading with a number of important ideas about the topic, using branching lines.		
3. Connect these important ideas with additional details about each idea, using further branching lines.		
4. Explore the topic from different angles to gather as many related ideas as possible.		
5. Connect all the ideas, using lines.		
6. Ensure that the layout of the mind map is neat and it is clear which concepts are linked.		
7. Write the labels neatly.		
8. Spell the labels correctly.		
9. Ensure that the content of the mind map is accurate.		
10. Use colours, examples and/or diagrams to make the mind map more useful/clear.		
Assign two marks for every 'Yes' answer.	Total marks: 10 × 2 = 20	

Grade 8 Life Orientation Worksheet

Activity 3: Summary of discussion

Following the group discussion in Activity one, write up a summary of the discussion. Your summary should be roughly half a page in length.

Your teacher will assess your writing using the following rubric.

	8–10	5–7	3–4	1–2
Content (10 marks)	Excellent, detailed, and factually accurate.	Content is informative and sufficient to achieve purpose.	Content is not totally adequate. Does not achieve purpose.	There is too little content. Content is inaccurate.
	4, 5	3	2	1
Language and vocabulary (5 marks)	Wide range of vocabulary used, fewer than three minor language errors.	Vocabulary sufficient for task, fewer than five minor language errors.	Vocabulary only fair. Ten or more language errors.	Very limited vocabulary, students are unable to use the correct language structures.
	4, 5	3	2	1
Style (5 marks)	Student writes well and produces an excellent summary.	Student's summary and style of writing are adequate.	Summary rambles and misses the point.	Summary is incoherent and inadequate.

Grade 8 Life Orientation Worksheet

Suggested Solutions

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

Appendix of assessment tools

1. Checklist to assess participation in the 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 concept of democracy?		
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?		
2 marks for every 'yes' answer: 20 total			

2. Checklist for assessing a mind map

Criteria: Did the learner do the following?	Yes	No
1. Put the main heading or idea clearly in the middle of the page.		
2. Connect the main heading with a number of important ideas about the topic, using branching lines.		
3. Connect these important ideas with additional details about each idea, using further branching lines.		
4. Explore the topic from different angles to gather as many related ideas as possible.		
5. Connect all the ideas, using lines.		
6. Ensure that the layout of the mind map is neat and it is clear which concepts are linked.		
7. Write the labels neatly.		
8. Spell the labels correctly.		

Grade 8 Life Orientation Worksheet

9. Ensure that the content of the mind map is accurate.		
10. Use colours, examples and/or diagrams to make the mind map more useful/clear.		
Assign two marks for every 'Yes' answer.	Total marks: 10 × 2 = 20	

3. Rubric for assessing a summary

	8–10	5–7	3–4	1–2
Content (10 marks)	Excellent, detailed, and factually accurate.	Content is informative and sufficient to achieve purpose.	Content is not totally adequate. Does not achieve purpose.	There is too little content. Content is inaccurate.
Language and vocabulary (5 marks)	4, 5	3	2	1
	Wide range of vocabulary used, fewer than three minor language errors.	Vocabulary sufficient for task, fewer than five minor language errors.	Vocabulary only fair. Ten or more language errors.	Very limited vocabulary, students are unable to use the correct language structures.
Style (5 marks)	4, 5	3	2	1
	Student writes well and produces an excellent summary.	Student's summary and style of writing are adequate.	Summary rambles and misses the point.	Summary is incoherent and inadequate.