

# Grade 8 Life Orientation Worksheet

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## Violence in schools

### Activity 1: Paragraph about violence at school

Find an article relating to violence at schools and write a paragraph explaining the story. Look through newspapers or on the Internet to find a suitable case study on the topic.

Your teacher will assess your paragraph using the following rubric.

Score	Criteria
<b>Outstanding</b> <b>15 -20</b>	<ul style="list-style-type: none"> <li>• The paragraph is well written and contains a logical ordering of ideas.</li> <li>• The paragraph deals very well with the article.</li> <li>• Excellent use of examples to substantiate.</li> <li>• The paragraph is logical and coherent.</li> <li>• The paragraph ends with a short conclusion.</li> <li>• There are only one or two spelling and grammatical errors.</li> </ul>
<b>Achieved</b> <b>10 –14</b>	<ul style="list-style-type: none"> <li>• Sentences organised into a good paragraph.</li> <li>• The paragraph deals well with the article.</li> <li>• Good use of examples to substantiate.</li> <li>• The paragraph makes sense.</li> <li>• There is an adequate conclusion.</li> <li>• There are no more than four spelling and grammatical errors.</li> </ul>
<b>Partially achieved</b> <b>7 –9</b>	<ul style="list-style-type: none"> <li>• Paragraph skills are fair.</li> <li>• The paragraph deals with the article.</li> <li>• Fair use of examples to substantiate.</li> <li>• There are several spelling and grammatical errors.</li> </ul>
<b>Not achieved</b> <b>1 - 7</b>	<ul style="list-style-type: none"> <li>• Many errors of expression.</li> <li>• Meaning not clear.</li> <li>• The paragraph does not deal with the article.</li> <li>• No or incorrect examples.</li> <li>• There are many spelling and grammatical errors.</li> </ul>

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### Activity 2: Speech about the article

Present a speech to your class based on the case study in Activity 1. Your speech should be approximately 5 to 7 minutes long.

Note: You should not simply read the paragraph from Activity 1. Prepare a speech with an exciting introduction and a suitable conclusion. Use cue cards if necessary, but do not read out your speech.

Your teacher will assess your speech using the rubric below.

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. 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]
<b>Register, tone and body language</b> [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]
<b>Language and vocabulary</b> [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]

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### Suggested Solutions

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

### Appendix of assessment tools

#### 1. Holistic rubric to assess paragraph based on an article

Score	Criteria
<b>Outstanding 15 -20</b>	<ul style="list-style-type: none"> <li>• The paragraph is well written and contains a logical ordering of ideas.</li> <li>• The paragraph deals very well with the article.</li> <li>• Excellent use of examples to substantiate.</li> <li>• The paragraph is logical and coherent.</li> <li>• The paragraph ends with a short conclusion.</li> <li>• There are only one or two spelling and grammatical errors.</li> </ul>
<b>Achieved 10 –14</b>	<ul style="list-style-type: none"> <li>• Sentences organised into a good paragraph.</li> <li>• The paragraph deals well with the article.</li> <li>• Good use of examples to substantiate.</li> <li>• The paragraph makes sense.</li> <li>• There is an adequate conclusion.</li> <li>• There are no more than four spelling and grammatical errors.</li> </ul>
<b>Partially achieved 7 –9</b>	<ul style="list-style-type: none"> <li>• Paragraph skills are fair.</li> <li>• The paragraph deals with the article.</li> <li>• Fair use of examples to substantiate.</li> <li>• There are several spelling and grammatical errors.</li> </ul>
<b>Not achieved 1 - 7</b>	<ul style="list-style-type: none"> <li>• Many errors of expression.</li> <li>• Meaning not clear.</li> <li>• The paragraph does not deal with the article.</li> <li>• No or incorrect examples.</li> <li>• There are many spelling and grammatical errors.</li> </ul>

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### Analytical rubric to assess speech

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. 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]
<b>Register, tone and body language</b> [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]
<b>Language and vocabulary</b> [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]