

Term 3 Formal Assessment Exemplar 1

Project (70 marks)

Develop and implement an environmental health programme

The Formal Assessment Task for Term 3 is to develop and implement an environmental health plan. Learners will work in groups. Tell them to choose an issue that they will be able to find information about and that they will be able to impact on. They must present their findings to the class but can choose to hand in either a report or a poster.

The project will be assessed as follows:

1. Plan how to work together as a group. (5)
2. Identify an environmental health issue to consider by talking to family and friends, as well as to environmental health practitioners. (5)
3. Consider how the problem is affecting your community. (10)
4. Do research on the Internet or at the library on how to address the issue, for example by approaching the local government or the media. (10)
5. Suggest suitable strategies and actions for preventing or dealing with the problem, for example:
 - How will it benefit the environment and the community? (10)
 - How much will it cost? (5)
 - How will you inform and involve the community? (5)
 - How will you evaluate whether you were successful? (5)
6. Develop your written action plan and presentation. (15)

Make copies of the guidelines on the next page for each group.

Guidelines for collecting information

- Find out all you can about the environmental issue you have chosen. Focus on what causes it as well as its effects on people and communities. Here are some sources you can use to collect information:
- Collect relevant newspaper and magazine articles.
- Listen to the news on the radio and watch TV news. Take notes on anything to do with the environmental issue your group has chosen.
- If you have access to a library or the Internet, find books and websites that address environmental issues.
- Try to interview people who are responsible for affected by the environmental issue. Remember, before you make any accusations, you need to be very well informed. Ask questions such as:
 - What or who do you think is responsible for this issue?
 - What are the effects on the community of this issue?
 - What can you do to help resolve the issue?

Guidelines for presentation of your report

- It is not necessary to present all the information in your report – your teacher and learners will have a chance to read through your findings and suggestions.
- If you use visual aids, make sure that everyone in the class will be able to see and read them.
- Try to involve as many group members as possible in your presentation, either in the preparation or in front of the rest of the class.

Guidelines for working in groups

The most important thing to remember about working in groups is that for the group to do well, you will have to support each other's efforts. Before you start, you should all agree to give and receive feedback constructively and politely. Keep the following questions in mind as you work together on your project:

- Does your group have a clear focus? Are you all on the same page?
- Is everyone in the group getting a chance to explain their ideas and what they would like to do?
- Who is leading the group? Is there any conflict? How will you resolve conflict?

Term 3 Formal Assessment

Exemplar 1 Memorandum

Project (70 marks)

For this project, the learners plan a campaign, implement the ideas they have planned and evaluate how successful they were. Learners can choose to hand in either a report or a poster.

Use this checklist to help you mark their projects:

Criteria	Marks	✓
Planned how to work together as a group.	1–5 marks	
Identified an environmental health issue to consider by talking to family and friends, as well as to environmental health practitioners.	1–5 marks	
Considered how the problem is affecting their community.	1–10 marks	
Did research on how to address the issue.	1–10 marks	
Suggested strategies and explained how it would benefit the community.	1–10 marks	
Worked out financial costs.	1–5 marks	
Strategised on how to inform and involve the community	1–5 marks	
Decided how the success of the campaign would be evaluated	1–5 marks	
Developed a written action plan or poster presentation	1–15 marks	

Term 3 Formal Assessment

Physical Education Task (PET)

Physical Education Task (30 marks)

- Participation and movement performance will be assessed in Physical education this term.
- Give a mark out of 20 for participation (see rubric on page 16).
- Mark movement performance and the improvement of movement techniques (locomotion, elevation, rotation and balance) out of 10.

Term 3 Formal Assessment Exemplar 2

Project (70 marks)

Write a report

Write a report on a South African social/economic need and how a chosen career could meet this need.

Motivation

This term, learners were introduced to the steps to follow in choosing a career category related to their interests, strengths and values. They were also informed about South Africa's social and economic needs. This project helps learners to match their identified interests to a real-life need in South Africa, which will enhance their chances of employment.

Guidelines for content

Learners need to write a 3–4 page report that:

- identifies and describes a social or economic problem in South Africa
- names and describes the kinds of skills and work that could address the problem
- identifies a career category and specific careers that are possible to follow if one wanted to help to alleviate the problem
- describes the kind of person that would suit that career (outlines interests, strengths and values suitable for this career).

Use these criteria to assess the learners' reports:

The learner:

1. identifies and describes a social or economic problem in South Africa (10)
2. names and describes the kinds of skills and work that could address the problem (15)
3. identifies a career category and specific careers that are possible to follow if one wanted to help to alleviate the problem (15)
4. describes the kind of person that would suit that career (outlines interests, strengths and values suitable for this career) (15)
5. Organisation: clearly communicates information and ideas. (15)

Term 3 Formal Assessment Exemplar 2 Memorandum

Project (70 marks)

Use this rubric to mark the learners' reports:

CRITERIA	0–5	6–10	11–13	14–15
Identifies and describes a social or economic problem in South Africa (10)	Poor	Adequate to excellent		
Names and describes the kinds of skills and work that could help the problem (15)	Skills poorly identified, described or not at all	Sometimes names and describes skills; sometimes well chosen to match the need	Very good: Names and describes skills accurately; well-chosen to match the need	Excellent: All skills chosen to solve the problem and accurately described
Identifies a career category and specific careers that are possible to follow if one wanted to help to alleviate the problem (15)	No career or wrong career identified	Identifies most careers and career categories that could help to alleviate the problem	Good: Identifies career categories accurately; careers suitably matched to need identified	Excellent: Accurate selection of career and career category with good link to problem identified
Describes the kind of person that would suit the identified career (15)	Outlines few interests, strengths and values suitable for this career	Outlines some interests, strengths and values suitable for this career	Outlines most interests, strengths and values suitable for this career	Outlines all interests, strengths and values suitable for this career
Organisation: Clearly communicates information and ideas (15)	Organisation of report and communication of ideas poor	Organisation of report and communication of ideas adequate	Organisation of report and communication of ideas good	Organisation of report and communication of ideas excellent
				Total: /70