

Term 3 Formal Assessment Exemplar 1

Project: Options after Grade 9 (70 marks)

Although you must collect information outside of class time, the project must be completed in class. For this project, you need to produce a written booklet with at least three pages.

You will also have to present your findings to your class.

1. Choose a career that you would like to explore. On the first page of your booklet, write your name and the title of the job you would like one day, for example, SinenMajola – Tour Operator.
2. Find out whether it would suit you best to follow NSC or NCV programme to reach your career goal. Read through the notes in your Learner Book. On the second page of your booklet, list the advantages and disadvantages of following the NSC programme for your career; then list the advantages and disadvantages of following the NCV programme for your career. Write down which option would suit you best.
3. On the third page of your project, you need to write down information about the world of work. You must collect this information outside of class time (from written sources or by conducting an interview), but you must do the finalised writing in class. Provide the following information in your booklet:
 - the name of three possible workplaces for your career
 - what rights and responsibilities the workers have in one of these specific workplace
 - what opportunities to gain experience and improve skills exist in one of these workplaces

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Exemplar 1 Memorandum

Project: Options after Grade 9 (70 marks)

Assess the learners' projects using the following grid:

Criteria	1–2 marks	3–4 marks	5–6 marks	7–8 marks	9–10 marks
1. The learner has provided evidence of understanding the difference between the NSC and NCV programmes	The learner does not understand the difference	The learner shows some understanding	The learner understands the difference	The learner shows a good understanding	The learner has an excellent understanding
2. The learner was able to apply his or her chosen career to both the NSC and NCV, and provided relevant advantages and disadvantages of each programme with regard to the career chosen	The learner did not supply advantages and disadvantages	The learner supplied some advantages and disadvantages	The learner supplied relevant advantages and disadvantages	The learner supplied a good list of advantages and disadvantages	The learner supplied an excellent list of advantages and disadvantages
3. The learner was able to draw a conclusion with regard to the best programme	No conclusion drawn	Learner attempted to draw a conclusion but was unsuccessful	Learner drew a relevant conclusion	Learner drew a good conclusion	Learner drew an excellent conclusion
Criteria	1–2 marks	3–4 marks	5–6 marks	7–8 marks	9–10 marks
4. The learner wrote the names of three relevant workplaces down for his or	No workplaces presented	1 or 2 workplaces presented	3 relevant workplaces presented	3 or more highly relevant workplaces presented	3 or more workplaces presented with excellent reasoning

her chosen career					
5. The learner found relevant information about the rights and responsibilities the workers have in a specific workplace	Not discussed	Some rights and responsibilities discussed	Rights and responsibilities discussed	Rights and responsibilities discussed well	Rights and responsibilities discussed extremely well
6. The learner found out what opportunities exist in this specific workplace to gain experience and improve skills.	Not discussed	Some discussion of opportunities	Opportunities included	Opportunities discussed well	Opportunities discussed very well
7. The learner presented the information in a 3-page booklet as well as a verbal feedback report.	Not presented	Partly presented	Presented	Presented well	Excellent presentation

Term 3 Formal Assessment

Physical Education Task (PET)

Physical Education Task (30 marks)

Assess learners' participation and their movement performance in Physical Education this term.

1. Give learners a mark out of 20 for participation (see rubric on page 16 of this Teacher's Guide).
2. Give learners a mark out of 10 for improvement of performance in movement activities (see rubric on page 16 of this Teacher's Guide).

Term 3 Formal Assessment Exemplar 2

Project: Volunteer in your community (70 marks)

Learners identify an organisation that is helping their community and volunteer to help. They need to write a report on what they did, what the organisation does, and the needs it addresses. They need to reflect on the experience.

In Activity 2 on page 118 of the Learner's Book, learners were asked to research an organisation in their community that assists people. They can do this project on that organisation. If not, they need to identify and find out about an organisation before they begin this project. If there are no suitable organisations near your school that need volunteers, adapt this project to individual volunteering (for example, identifying someone in need and working out how to help them, and then doing this).

Guidelines

1. Identify an organisation that is working to improve life for the underprivileged near you, and which accepts volunteers.
2. Find out about the organisation and its mission, values and goals.
3. What need is this organisation addressing?
4. Volunteer an hour or two of your time per week with the organisation, after school or during the weekends.
5. Present a report to your class on these things:
 - the work you did, and the skills and knowledge learned;
 - the vision, mission and goals of the organisation.
6. Reflect on your personal thoughts and experiences about this work. Would you continue as a volunteer? Why or why not? What touched you about your experiences, if anything? Do you feel or think differently after the experience of volunteering?

Term 3 Formal Assessment

Exemplar 2 Memorandum

Project: Volunteer in your community (70 marks)

Assess the project using these guidelines:

- Learner regularly volunteered two hours of their time to an NGO in the area and explained extensively what they did. (35)
- Learner communicated the organisation mission, values, and purpose of the NGO. (15)
- Report includes an explanation of the skills and knowledge learned. (10)
- Report includes sincere reflection on personal experiences and thoughts related to volunteering in the organisation. (10)