

GEC INTEGRATED GRADE 9 PROJECT TEACHER'S PROJECT NOTES



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | ANCHOR SUBJECT: LIFE ORIENTATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE
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9

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Dear Teacher

We would like to welcome you as an integral part and research partner in a representative sample group for piloting the new, revised General Education Certificate, or GEC.

The GEC forms part of the National Assessment Framework (NAF) and our hope is that it will assist learners in developing a holistic skill set after ten years of schooling, and to test and learn how best we can enable Districts and Provinces to prepare for the actual GEC roll out in a few years' time. Therefore we are testing and implementing the 360 degree assessment model which will include an Inclinations Quiz, School-based assessment for Term 3 (the Integrated Project) and Curriculum tests.

This Integrated Project forms part of the school-based assessment. It is one of two projects that will replace the 9 projects (one for each subject) in the third term. The integrated projects are modeled on a Project-based learning methodology, creating activities that more closely replicate real-life experiences, and thus develop real-life competencies. It also serves as a vehicle to observe the development of 21st century skills in learners.

The integrated project includes SBA project marks for all subjects (as per the amended ATP) and is aligned to the CAPS amended ATP in each subject. To assist teachers in implementing the Integrated Project, there is a step-by-step guide (Teacher's Project Notes), a Resource Pack with extra information, Electronic resources and a Learner's Workbook.

All rubrics have been added to the Teacher's Project Notes to simplify implementation and create less work for teachers who are stepping into uncharted territory.

Teachers from all the subjects integrated into this project, will have to plan and work together towards a common goal. We suggest that you form a PLC at school where teachers can support and assist each other during the third term.

Thank you for taking on this important role in the holistic development of our learners. You will enjoy much support from the district, province and nationally, as well as the E³ team in each province.

We acknowledge your commitment and honour your hard work.

The DBE-E³ team



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Phase A and C: Learners research a career opportunity and a business idea that aligns with their personal strengths, capabilities and interests. They write a report on their findings and present this report to an audience. Learners reflect on how their research on apartheid laws has influenced their decisions. They make props, posters, create dances and songs, or any other item (Creative Arts) to support their public presentations.

During Phase B learners work in groups to identify a simple problem in the community where they can assist. They work collaboratively towards a solution, apply to sponsors for resources and they implement their solution in their community.

OBSERVING 21ST CENTURY SKILLS DURING THE IMPLEMENTATION OF GEC-INTEGRATED PROJECTS

As a teacher you already know that you play an **essential role as a facilitator of learning**. You know that rather than simply giving knowledge to learners, you create an environment in which your learners can **explore**, discover, and **construct** their own understanding of the subject matter. As a facilitator you

- create an **emotionally and psychologically safe learning environment** so that learners feel safe to participate in the lesson,
- provide **prompts** when learners get stuck,
- provide **constructive and timely feedback** to learners,
- and make adjustments to your lesson based on what you observe (this is assessment as learning) so that learners can grow their understanding and grow their skills and competencies.

While learners are working on this project, your role as a facilitator is to **observe, listen, and record the process of their learning (21st century skills)** during the project. If you're new to formally observing these skills, we have provided guidance for each task by suggesting particular 21st century skills you might focus on. You will find these suggestions in the boxes entitled '*21st century skills to look out for.*' These suggestions are not exclusive; they're intended to simplify your observation process so you do not need to try and observe everything all at once. Once the process becomes more familiar to you, you can begin to explore ways to observe additional or different skills. To find out more about the 21st Century Skills please read the "Teachers guide to 21st Century Skills" as well as the GEC Manual, under the section 21st century skills.

A SPECIAL NOTE TO LANGUAGE TEACHERS

- 1 The learners of both language levels (HL and FAL) have the same choice. They choose to either research a career and write a report, OR they research a business idea and then write a business letter. There is, therefore, a choice. If the learner chooses to do the report in HL, he/she will do the business letter in FAL. Similarly, if the learner chooses to do the report in FAL, he/she will do the business letter in HL.
- 2 All languages will be included on Home Language level at schools. All language levels do the creative writing project in the Yearly Teaching plan. The GEC pilot schools do a Non-Literary Text project and the other schools do a Literature project.

HOME LANGUAGE OR FIRST ADDITIONAL LANGUAGE – STAGE 1 RESEARCH ACTIVITY (20)

TEACHING MOMENT:

Before the project commences, all learners should :

Take the inclination assessment provided by TeacherConnect chat to help learners identify a career that matches their skills and qualities. The inclination test can be accessed through WhatsApp at +27 60 060 3333.

Scan the QR Code for ease of access



Open the WhatsApp application on your phone and send this keyword IGO in a WhatsApp message to TeacherConnect chat contact. Please note that the keyword is not case-sensitive (so you can enter it in uppercase or lowercase). Just make sure that there are no spaces between the letters i, g and o.

- discuss question types that relate to interviews for research on careers and business opportunities.
- read and discuss the possible questions listed below for understanding and allow learners to develop their own questions as part of their research.
- define new terminology/ vocabulary to make meaning in the possible questions below.
- explain and demonstrate to learners how to develop a research question as well as how to do research.
- demonstrate to learners how and why it is necessary to do referencing as part of the research activity.

Learners will

- select between option 1 (*Career / Job*) and option 2 (*Business Idea*)
- will research the option selected
- develop a research question
- develop an interview questionnaire that will respond to the research question developed
- will conduct interviews as part of the research process as follows:
 - Do a psychometric assessment (Resource: <https://positivepsychology.com/careercounseling-test-questions/>)
 - **CAREER CHOICE:** Conduct an interview with somebody who works in the learners' selected career choice (*can be done face to face, via WhatsApp, email or a questionnaire*)
 - **BUSINESS CHOICE:** Conduct an interview with a business owner (*can be done face to face, via WhatsApp, email or a questionnaire*) will keep a list of resources used for referencing purposes

Home Language: Stage 2 - Writing Process (30)

LEARNERS' WORKBOOK

INSTRUCTIONS:

Learners have selected one of the following options and will continue with part two of the option selected:

OPTION ONE - CAREER/JOB

1.1 Plan (*for writing*) using a graphic organiser to write a Report on the research for a suitable career process

1.2 Write a Report explaining the research process undertaken for finding a suitable career and the findings thereof.

OPTION TWO – BUSINESS IDEA:

2.1 Plan (*for writing*) using a graphic organiser to write a Business /Formal Letter requesting Sponsorship

2.2 Write a Business / Formal Letter requesting sponsorship

INSTRUCTIONS TO THE LEARNER:

Learners will

- continue with the second part of option 1 (*Career / Job*) and option 2 (*Business Idea*) that they have selected
- continue with the option selected – **Option 1: Report**
- complete the first draft of the Report by using the Flow Map below to guide the planning process
- adhere to the topic of the Report: *Explaining the research process*
- explain the research process undertaken for finding a favourable business opportunity and the findings thereof.
- will indicate in the Report, what they have learnt during the research process about establishing a small business entity.
- follow the writing process before writing the final draft of the Report.

Home Language: Stage 3 - Oral Presentation (20)

OPTION ONE:

Learners will choose a career based on their psychometric aptitude. They will gather information on their career choice by interviewing career professionals or people in their communities.

TOPIC: Use the research information as per stage 1 (research) and stage 2 (writing). Prepare a presentation to report to a panel. To enhance your presentation, you are allowed to use props (helmets, tools, models) or visual aids (poster, flyers, PowerPoint, presentation, organizational charts, etc.). Use the planning frame below to guide your thoughts.

OR

OPTION TWO:

Learners will decide on business opportunity. They will gather information on their business choice. The teacher could invite different business owners to school and allow learners to interview the business owners in groups.

TOPIC:

Use the research information as per stage 1 (research) and stage 2 (writing). Prepare a presentation for a potential sponsor for your business. To enhance your presentation, you are allowed to use props (helmets, tools, models) or visual aids (poster, flyers, PowerPoint, presentation, organizational charts, etc.). Use the planning frame below to guide your thoughts.

Teachers will take learners through the following:

Instructions:

- Plan and prepare an oral presentation on OPTION 1 or OPTION 2
- The oral presentation is a verbal report on the topic. It may include visual props and slides.
- Adhere to the time allocated for length of presentation

Step # 1: Summarize your draft into key points to write on your presentation slides and/or note cards.

Step # 2: Prepare your visual aids. (PowerPoint Presentation/ Infographic)

Step # 3: Rehearse your presentation and practice getting the presentation completed within the time limit given. Ask a friend to listen and time you.

These RESOURCES are available in the Teacher's Resource Pack:

1. Simple steps to guide learners in research on a given topic
2. Teaching steps to mediate the development of a research question
3. Simple steps to teach learners on how to do referencing while doing research



STEP 1: Prior knowledge

Think about what you already know

Purpose of this step: The learner reflects on and shares his/her own knowledge, experiences and perspectives (stimulating prior knowledge and evaluating baseline knowledge).



21st Century skills development

In this step, learners are reflecting on and sharing his/her own knowledge, experiences, and perspectives. In this step, you may have the opportunity to observe elements of **Metacognition**. Metacognition is about being aware of how we think, what we know, and how we know it. Metacognition helps us to reflect on our thinking, set goals, and monitor and evaluate our learning. Some of the Sub-skills that make up Metacognition include **5.1 Setting goals and planning**: Did the learner set goals and make a plan during the project? **5.2 Monitoring progress against plans**: Did the learner monitor their progress against their plans? **5.3 Reflecting on planned work**: Did the learner reflect on their project and or their prior knowledge?

- 1.1 (+LO) Learners start with Circle Map on **Worksheet 1**: They write their names in the middle circle and at least 5 careers or job ideas in the outer circle. (Please see the Resource Pack on how to use the Circle Map and other Thinking Maps.) With a different colour pen or pencil, they also add five business ideas to the outer circle.
- 1.2 (+LO) Ask learners to label the top of the Tree Map on **Worksheet 2** with *My future* and the next layer of two branches with *My business (Entrepreneurship)* and *My job (Employee)*. Ask learners to take their three top choices from **Worksheet 1** and add these options to each branch. e.g., Employee – Dress maker, Designer, Fashion model. Or under business – Boutique, Beauty Salon, etc.
- 1.3 (+LO) To complete the Tree Map with another two options, ask learners to swap their Circle Maps with the person on their left. They should each choose another two job options and business ideas from their friend's Circle Map.
- 1.4 (+LO) Start a conversation in class around strengths, abilities, weaknesses and interests and how these differ from person to person – and why it should! Learners complete **Worksheet 3** – they circle or underline items in the four quadrants according to their self-knowledge. There are spaces for things that don't appear on the list that they would like to add.
- 1.5 (+ARTS) Have a look at the Creative Arts Guide. At the end of the project learners will present their research and will make use of props or artworks to enhance the presentation. Creative Arts teachers can follow the Creative Arts Guide from week 1 to eventually integrate Arts in steps 10, 11, 12 and 13 of the project.



STEP 2: New knowledge

Build on what you already know and add new knowledge

Purpose of this step: Learner observes or takes part in something new that is an extension /expansion of prior knowledge.



21st century skills to look out for

In this step, learners observe or take part in something new that is an extension/expansion of their prior knowledge. In this step, you may have the opportunity to observe elements of **Critical Thinking**, **Communication** and **Creativity**.

Critical thinkers ask questions, find the right information, and apply it to solve a problem. Some of the sub-skills that make up critical thinking include **1.1 Asking questions**, **1.2 Evaluating ideas/information**, **1.3 Identifying patterns**.

Communication is the process of sharing information, attitudes, and values. Both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important. Some of the sub-skills that make up Communication include: **2.1 Non-verbal communication**, **2.2 Articulation**, **2.3 Empathising**.

In this instance, **creativity** is defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems. Some of the Sub-skills that make up creativity include: **3.1 Number of ideas**, **3.2 Range of ideas**, **3.3 Feasibility of ideas**.

- 2.1 (+LO +LANG +SS) Learners now choose one career or job from **Worksheet 2** and start gathering information on their choices. They use **Worksheet 4.1** to compile a list of interview questions. Please assist learners to do personal interviews (these can be face-to-face, via WhatsApp, Email or delivered questionnaires) with people in the community who are currently in careers of their first choice. Please collaborate with SS teachers who have to include questions on apartheid laws.

Here is a list of possible interview questions to ask **career professionals**:

- What subjects must you take to become a ...?
- How many years must you study to be able to do your job?
- Where can you find bursaries to study for this job?
- How many hours do you have to work in a week?
- Are there any promotion opportunities in this job?
- Do you need to study further or keep studying to stay on top of things?
- What physical abilities do you need?
- What are the general working conditions?
- What are the things you never expected to enjoy in this job?
- What are the things you never expected to have to do in this job?
- What type of starting salary can you earn doing this job?
- Do men currently earn more than women in these posts?*



Teachers might want to use this opportunity to address gender equality, as per ATP.

- What other abilities, skills or talents do you need to be successful in this job?

- 2.2 (+LO +LANG +SS) Learners now choose one business idea from **Worksheet 2** and start gathering information on their choices. They use **Worksheet 4.2** to compile a list of interview questions for a business owner. Please assist learners to do personal interviews (these can be face-to-face, via WhatsApp, Email or delivered questionnaires) with people in the community who currently own businesses. You may be able to invite a business owner to visit the school to create an opportunity for your learners to interview this person in a group.

Here is a list of possible interview questions to ask **business owners**:

- Why did you choose this type of business?
- In what industry is your business idea situated? Primary? Secondary? Tertiary?
- What skills do you need to run such a business?
- What are the 8 core business functions you have to fill?
- Do you do all the work or do you employ people for certain positions?
- Is it better to form a partnership, sole proprietorship or a Pty (Ltd)? Please explain.
- Where would you go for seed capital to start your business? How did you find funding?
- Is it possible to bootstrap* such a business?
- If you could start over, what advice would you give yourself?
- What do you enjoy about being a business owner or entrepreneur?
- Can anyone be an entrepreneur or own a business?



** Bootstrapping is **building a company from the ground up with nothing but personal savings, and with luck, the cash coming in from the first sales.** The term is also used as a noun: A bootstrap is a business built by an entrepreneur with little or no outside cash support.*
Source: Investopedia.com

- 2.3 In presenting their research report at the end of this project, learners will have to include a source or reference list. Personal interviews are examples of primary sources and should be included in the source list. Learners can use **Worksheet 4.3** to reference their interviews. Here is how:
If my name is Katlego Mbali and I did a personal interview with Mr. Billy Fortuin on 20 April 2022 in Welkom, I will reference it as follows:

WRITER	TITLE	PUBLICATION DATE	PLACE	URL / PUBLISHER
K. Mbali	Interview with Mr. Billy Fortuin	20 April 2022	Welkom	Private

- 2.4 (+SS) Learners research 2 Apartheid laws that once influenced people's ability to do business or find a job. They incorporate their findings in a research report.
- 2.5 (+SS) They use **Worksheet 5.1** to write down their research and findings. Learners use **Worksheet 5.2** to demonstrate the cause and effect of ONE of these laws in the cause and effect map. A cause and effect map is a visual map that functions as a problem-solving tool. As the name suggests, its main purpose is to help you identify the cause of a troubling situation in relation to the effect (or results) you've observed. In **Worksheet 5.3.1** learners prepare two interview questions for the LO interview. These questions should be about how Apartheid Laws have influenced the interviewees choice of career or business.
- 2.6 (+SS) Learners use **Worksheet 5.3.2** to write a Social Sciences report on how Apartheid laws they have researched, had effected the interviewees choice of career or business.
- 2.7 (+SS) Learners use **Worksheet 5.4** to list their resources used for the Social Sciences report.



STEP 3: Order

Order and categorise your existing knowledge

Purpose of this step: To order and make sense of information and knowledge that emerged in *Knowledge* and *New knowledge* steps.



21st century skills to look out for

In this step, learners order and make sense of information and knowledge that emerged in the previous two steps. In this step, you may have the opportunity to observe elements of **Critical Thinking**. Critical thinkers ask questions, find the right information, and apply it to solve a problem. Some of the sub-skills that make up critical thinking include **1.1 Asking questions, 1.2 Evaluating ideas/information, 1.3 Identifying patterns**.

- 3.1 (+LO +EMS) Learners now use **Worksheet 6.1 and 6.2** (the two Bubble Maps) to map out their new knowledge after research. They write their chosen 6.1) job and the 6.2) business in the middle bubble and add all aspects of their research in the satellite bubbles.
- 3.2 Keep in mind: A doctor's practice is also a business; electricians need to run their own businesses; hairdressers need basic business skills. Even if your mind is made up on a certain career, you will need to gain business skills to sell your services to the wider public.



STEP 4: Apply

Apply your knowledge to your context (driving question)

Purpose of this step: To use knowledge to answer the driving question



21st century skills to look out for

In this step learners use knowledge to answer the driving question by playing the boat-making game. This is an interactive collaborative task that might present an opportunity to observe a number of different elements such as:

- **Critical thinking** 1.1. Asking questions, 1.2 Evaluating ideas, 1.3 Identifying patterns
- **Communication** 2.1 Non-verbal communication, 2.2. Articulation, 2.3 Empathising
- **Creativity** 3.1 Number of ideas, 3.2 Range of ideas, 3.3 Feasibility of ideas,
- **Collaboration** 4.1 Negotiating roles and responsibilities, 4.2 Pooling resources, 4.3 Engaging with roles and responsibilities,
- **Metacognition** 5.1 Setting plans and goals, 5.2 Monitoring progress, 5.3 Reflecting on work.

PLEASE NOTE: The boat-making game takes about 90 minutes to complete. This will need planning and communication with all teachers involved. Please see where Language/Social Sciences or any other subjects involved in the integrated project line up on the timetable for 3 or 4 consecutive periods, and use these for playing the game.

- 4.1 (+EMS) GROUPS of 8: Learners play the Boat-making Game. (Please see the Resource Pack for Game Rules and links to videos explaining the game.) This game is designed around a discovery of the 8 business functions. In unpacking the game, it is important to ask questions until learners make the connection with their roles in the groups and how it corresponds to the 8 business functions in their handbooks. Learners complete **Worksheet 7.1**.
- 4.2 Learners use **Worksheet 7.2** to list the business functions and write an explanation for each.

PART 2

EMBRACING THE CHALLENGE (PROBLEM-BASED LEARNING)



STEP 5: Define

Ask lots of questions to help you define your problem

Purpose of this step: Push for clarity on the problem/questions.



21st century skills to look out for

In this step learners will be defining their problem. This step might present an opportunity to observe elements of **communication and collaboration**.

- 5.1 (+LO) Ask learners to come forward with problems in the community. Write these on a black/white board or on a big sheet of paper in front of the class, or ask learners to write their identified problems on flash cards, which you can display on the wall. Collect as many problems as possible. They can be simple or complex. Just keep going.
- (+LO) GROUPS: Now divide the class into groups (of 8 if possible) and ask them to choose a problem from the display. They must select a problem which they feel connected to, but also where they intuitively feel that they can make a difference. They must understand that they need not solve the problem (e.g., older community members are lonely) but that they may be able to do something small to make a difference (e.g., by writing letters to elderly citizens/visiting old age homes with a small prepared concert).
 - Each group must come up with a burning question (research question) from their problem. For example: How do we combat unemployment in our community? OR How can we beautify our community? Learners use **Worksheet 8** to write down the pressing (research) question in their group.

STEP 6: Explore



Consider different points of view to help you understand more



21st century skills to look out for

In this step learners carry out research to consider different points of view to help them to understand more about the problem or task. This step might present an opportunity to observe *elements* of **collaboration, critical thinking and metacognition**.

- 6.1 (+LO +EMS) To answer the burning question from Step 5, learners, in their respective groups, now need to find out about, or research NPOs, NGOs or other volunteer organisations who are currently helping out in their community (connected to their burning question). Write down the names of these companies (if any) on **Worksheet 9**.
- Learners must try and find out as much as possible about these non-profits* (Please see the Resource Pack for definitions of NGO, NPO and volunteer organisations.) If possible, it would be great if they could interview someone from the organisation or read up on websites, etc. Add more information as it is gathered to **Worksheet 9**.



**A non-profit or not-for-profit organisation is, as the name suggests, a legal organisation (company) whose primary purpose is to promote public good rather than making profit. These are founded by a group of people who come together for a common purpose - to provide service to members and other people. Non-profit organisations may, and must, make a profit to be sustainable, but profit is not shared between directors or shareholders. It stays within the company to cover expenses. A non-profit company can apply to the South African Revenue Service for a tax-exempt status. Sources: Saipa.co.za; nolo.com*

- Please help the learners to discover that volunteering at an NPO or NGO gives them the opportunity to gain experience to add to their CVs and help them find a job! (Please see Resource Pack: How volunteering can help you build skills for your career.)
- 6.2 (+EMS) How would the 8 business functions be relevant in a volunteer organisation? Use **Worksheet 10** to write down the 8 business functions and their importance in a volunteer organisation.



STEP 7: Brainstorm*

Brainstorm as many solutions to your problem as possible



21st century skills to look out for

In this step, learners discuss and share possible solutions to their problems. This step might present an opportunity to observe *elements* of **creativity, communication, critical thinking, collaboration and metacognition**.

Purpose of this step: Discuss and share possible solutions.

(Please see Resource Pack: Rules for Brainstorming)

- 7.1 (+EMS) Review all the problem statements from all groups (**Worksheet 8**). If possible, put them up in class for everyone to see. The class (by voting or friendly debate) choose ONE of these problems to solve and start looking for opportunities to volunteer somewhere, if possible. They must brainstorm ideas for a volunteer project that the whole class can take part in. It can be a VERY SIMPLE exercise like cleaning up around the school, or painting a creche's wall. Even something that needs to be done at school – maybe a puppet show for the younger grades about bullying.
- 7.2 (+EMS +LANG) These ideas are going to need funding or in-kind sponsorships, for example: If they are going to clean up somewhere, they will need black bags and gloves. Similarly, if they are going to beautify a creche, they will need paint. How do you apply for sponsored items? Ask learners to brainstorm some ideas and write these on **Worksheet 11**. Plan a business letter to a possible sponsor on **Worksheet 12.4** and **12.5**. Use **Worksheet 12.6** for the final letter.
- 7.3 (+EMS) Learners should each be prepared to present their idea to a possible sponsor. (Even if they don't all get to present to the actual sponsor, they should all be prepared to do it once in class.) Learners start planning their sponsorship presentation on **Worksheet 13**. This presentation plan

must include the following:

- Executive Summary (or Introduction)
- Problem you are solving
- Organisation and management overview. Who will be doing what?
- Service you are rendering. What are you doing where?
- Traction: What you already have in resources (For example, 35 learners in class who can work/paint/clean, a school bus to take you there if available, parents who are prepared to drive you, old buckets of paint and some second-hand brushes learners can bring from home, etc.).
- Funding request: What you need to finish the project. This refers to the things that you cannot bring from home or find. This includes capital (money) or in-kind sponsorship.
- Financial projections: Add a small budget.
- How the sponsor will be compensated. (e.g., we will read out your company name and number during assembly, we will commend you to our parents on parents' evening, we will take a picture for the paper of our finished project and thank you in the caption, etc). Think of creative ways to thank your sponsor.
- Share the timeline. (We would like to start as soon as next weekend, for example.)
- Thank the person for their time and consideration.



** In-kind sponsorship (or value-in-kind sponsorship) is a **type of sponsorship where the sponsor agrees to provide goods or services (value in kind) instead of cash as part of a sponsorship agreement.** ... In-kind sponsorship is most certainly not charity. Source: Racedirectorshq.com.*

STEP 8: Present



Present the point of view and options to an audience (practice run for Step 13)

Purpose of this step: Presenting the possible solutions for iteration/change



21st century skills to look out for

In this step learners present possible solutions to their problem. This step *might* present an opportunity to observe *elements* of **communication, collaboration, and metacognition**.

Purpose of this step: Presenting the possible solutions for iteration/change

- 8.1 (+EMS +LANG) Learners each present their sponsorship application to the rest of the class. The class decides who will represent them to take the presentation to a real sponsor. If it is not possible to visit the sponsor in person, the presenters can create a WhatsApp video presentation.
- 8.2 The class uses the funds or sponsorship they have received to complete their small volunteer project. Try to get them some media exposure, even if it is the school newspaper or the class's WhatsApp group. Share the finished project on social media with parents and the wider community. Remind learners to always take any opportunity to thank the sponsors publicly.
- 8.3 Give learners time to reflect on their experience as volunteer workers on **Worksheet 14**.



STEP 9: Evaluate

Evaluate and select your best solution

Purpose of this step: Look at the best solution for the problem/choose the best option.



21st century skills to look out for

In this step, learners determine the best solution to their chosen problem. This step *might* present an opportunity to observe *elements* of **Critical thinking and metacognition**.

- 9.1 (+LO) Learners write a report in LO language of teaching (150 words) on their career and business choices with all the reasons and extra information they have researched. Use **Worksheet 15.3** for their report. Their research must include information gathered from interviews and all other sources, and should include a reference list. This report can be neatly rewritten in their workbooks for assessment. Please see the Resource Pack for a guide on written reports.
- 9.2 (+LANG) Learners use **Worksheets 12.1, 12.2** and **12.3** to plan and write their written report on their choice of business or career.
- 9.3 (+ARTS) Learners start planning their presentation (presenting their research outcome/report) and come up with ideas for props that can enhance their presentation (e.g., 2D flyer about the chosen career, specific outfits for certain jobs (helmets for astronauts), tools, building models, business model/organisational chart on a poster, etc.). Use **Worksheet 16** for planning or ideation and design.
- 9.4 Their presentation (Step 13) should be supported by visual aids, e.g., the props, a PowerPoint slideshow, etc.



STEP 10: Prototype

Make the prototype of your best solution

Purpose of this step: Build or make the prototype based on the design.



21st century skills to look out for

In this step, learners build or make a prototype based on their design. This step *might* present an opportunity to observe *elements* of **critical thinking, creativity, and metacognition**.

Purpose of this step: Build or make the prototype based on the design.

- 10.1 (+ARTS) Learners now manufacture their props (flyers, posters, models, products, helmets, etc.) from *found or recycled* materials. Creativity in using these materials is crucial in understanding environmental impact.
- 10.2 The props should creatively support the presentation they are preparing on their chosen career and business.



STEP 11: Feedback

Speak to experts or the community to get REAL feedback

Purpose of this step: To get expert feedback about possible improvements or design changes.



21st century skills to look out for

In this step, learners seek expert feedback on their work. This step *might* present an opportunity to observe *elements* of **metacognition**.

- 11.1 (+ARTS +LO) Learners show their prototypes (props) and their written report to members of the community, other teachers, a peer review group or family members for feedback. They use **Worksheet 17** to ask for written feedback they can possibly implement.
- 11.2 They make the final changes, as per feedback, and practice their presentation/fix the report they are planning to present.



STEP 12: Integration

Integration in The MADD Space – present your work using Music, Art, Drama, Dance

Purpose of this step: To iterate learning in a fun way.



21st century skills to look out for

In this step, learners will present their work using Music, Art, Dance, or Drama. This step *might* present an opportunity to observe *elements* of **creativity, collaboration, and metacognition**.



Note on Iteration: To ensure that students acquire the knowledge and skills being taught, there needs to be constant iteration (which is different from repetition). Iteration is another way to present the body of work, e.g., in a song or presentation. Iteration also encourages reflective thinking in students in peer conversations. Source: resilienteducator.com.

- 12.1 (+ARTS) Learners get some time to create a music composition with their own lyrics/drama/dance that advertises or explains their career or business. Use **Worksheet 18** to make notes, do planning and draw steps.



STEP 13: Present

Public exhibition

Purpose of this step: Present and celebrate the products.



21st century skills to look out for

This step might present an opportunity to observe elements of **critical thinking, communication, and metacognition** as learners work together to organise and deliver their public presentation.

- 13.1 (+LO) Learners present their chosen career and business research report to an audience (older or younger learners, parents, or teachers).
- 13.2 (+ARTS) They use their creative props or visual aids to enhance the presentation.
- 13.3 (+ARTS) Learners perform their marketing songs/rap song/dance at the presentation.
- 13.4 The teacher can record these presentations and make them available to younger and even older learners who need to make subject choices for future careers or business opportunities.
- 13.5 If time is an issue – what if it's 50 learners? Similarly, learners can ask friends to record their presentations on WhatsApp video and stream these to the teacher/panel of parents for marking. Teachers will need to set maximum time stamps* to manage classroom time for presentations.



* Maximum time stamps are rules that govern how much time each person has to deliver his/her presentation.

- 13.6 Learners reflect on what they have learnt on **Worksheet 19**.



GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (DANCE)

TOTAL 25 MARKS

CRITERIA/ MARK ALLOCATION	1	2	3	4	5
Teamwork	Learners unable to work together; resulting in an ill prepared final performance.	Learners struggle to work as a team, found it difficult to solve problems & work collaboratively during lessons to achieve a final performance.	Learners attempt to solve problems and can collaborate at times. Lesson time not always used productively to achieve a final performance.	Learners work well as a group, solving problems and collaborating in most lessons to achieve a final performance.	Learners work very well as a group, solving problems together and collaborate in all lessons to achieve a final performance.
Stimulus careers – transposed to movement	Learners struggle to create movement to interpret the chosen career.	Learners struggle to use improvisation and most often revert to known steps/movement which did not interpret the chosen career.	Learners attempt to use improvisation but sporadically revert to known steps/movement to interpret the chosen career.	Learners able to use improvisation to develop relevant movement vocabulary to interpret the chosen career.	Learners able to use improvisation creatively to develop relevant movement vocabulary to interpret the chosen career.
Clear beginning and end	Minimal effort made to include a beginning and ending.	Limited understanding of beginning and endings.	A beginning and ending developed.	Appropriate beginning and ending suited to the career.	Appropriate and imaginative beginning and ending suited to the career.
Elements of dance and choreographic structures	Very limited understanding of space, time and force.	A limited understanding of how to use space, time and force.	An attempt made to use space, time and force.	An understanding of how to use space, time and force to enhance the message.	Excellent understanding of how to use space, time and force effectively/ creatively to enhance the message.
Performance & attention to detail	Learner is disengaged and gives little of themselves.	Learner performs with minimal confidence and limited accuracy.	Learner performs with a degree of confidence and accuracy.	Learner performs with confidence and accuracy. Shows attention to detail.	Learner performs with skill, confidence and accuracy. Creative, innovate with attention to detail.
TOTAL					/ 25



GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (DRAMA)

TOTAL 25 MARKS

CRITERIA/ MARK ALLOCATION	1	2	3	4	5
Vocal Skills	Inaudible and slow or too fast pace. Needs improvement on interpretation of vocal skills.	Quiet or too loud. Monotone voice. Uneven pace.	Adequate use of volume, pitch, pace, pause and tone of voice.	Good use of volume, pitch, pace, pause and tone of voice.	Excellent vocal skills, natural pace and skilful use of pitch, pause, volume and tone.
Body Language Gestures Facial Expressions	Lack of facial expressions. Express nervousness and lack of body movements.	Unsure facial expressions. Body language reflects nervousness. Lacks appropriate body movements.	Adequate body language and use of facial expressions. At times uncertain body movements.	Good use of facial expressions and body language.	Excellent and authentic use of facial expressions and body language.
Character Development	No visible character. Appears uncertain and uncomfortable.	Visible character traits. Lacks confidence.	Adequate characterisation. Shows confidence most of the time.	Strong developed character and confident stage presence.	Authentic and well-developed character. Compelling stage presence.
Improvised Scene Structure	No understanding of storyline. Sketch does not make sense.	Storyline not always clear and focused. Lacks substance in certain parts.	Visible storyline with a beginning, middle and end.	Clear and defined storyline. Strong beginning, middle and end.	Engaging and authentic storyline. Clear and focused beginning, middle and end.
Group Performance	Inadequate group performance. Lacked direction and communication.	Limited group interaction. Uncertain of performance and communication skills.	Adequate performance and group energy were sustained.	Good performance. Enjoyable and successfully engaged as a group.	Captivating performance and excellent group dynamic.
TOTAL					/ 25



GRADE 9 INTEGRATED PROJECT – ECONOMIC MANAGEMENT SCIENCES RUBRIC

50 MARKS

Worksheet marks		
Worksheet 6.2: Organising research in bubble map (business research) Refer to Worksheet 4.2		/ 6
Criteria checklist: Skills in using a bubble map (✓)		
1. Main business idea is identified in a specific word.		
2. Themes radiate from the central word.		
3. Branches comprise of keywords that will further direct sentences for writing the report.		
Criteria checklist: Content of bubble map		
4. Items are arranged around a central keyword.		
5. Ideas are connected.		
6. Generated new ideas.		
Worksheet 7.2: Business functions – explanation		
Total Worksheet 7.2 - One mark each per business function explained.		/ 8
Worksheet 9: Identify volunteer organisations working in the community (name 1, classification 1, company facts 2)		
Total Worksheet 9		/ 4



GRADE 9 INTEGRATED PROJECT – ECONOMIC MANAGEMENT SCIENCES RUBRIC

50 MARKS

Worksheet 10: Business functions in volunteer organisations				
Criteria	Excellent 4	Good 3	Adequate 2	Requires support 1
Lists all required business functions.	All 8 business functions listed.	Listed 5-6 business functions.	Listed 3-4 business functions.	Listed 2 or less business functions.
Understands the need of business functions in volunteer organisations.	Excellent understanding and motivation for the use of business functions in volunteer organisations.	Good understanding and motivation for the use of business functions in volunteer organisations.	Adequate understanding and motivation for the use of business functions in volunteer organisations.	Little or no understanding for the use of business functions in volunteer organisations.
Total Worksheet 10				/ 8
Worksheet 11: Volunteer project ideas and possible sponsors				
Criteria	Excellent 4	Good 3	Adequate 2	Requires support 1
Creative ideas for feasible volunteer projects and grasp of possible sponsors that can be approached.	Excellent ideas for volunteer projects that are feasible. List of very valid possible sponsors.	Good ideas for volunteer projects that are feasible. List of valid possible sponsors.	Adequate idea for volunteer project. Might need work to make it feasible. Adequate list of possible sponsors.	No real or feasible idea for volunteer project. List of sponsors does not support.
Total Worksheet 11				/ 4
Worksheet 13: Business plan for presentation to sponsor				
Criteria	Excellent 5	Good 4	Adequate 3	Requires support 2-1
Executive Summary	The summary is and effective synopsis of the overall plan. Grabs the interest of the reader.	The summary is a good explanation of the overall plan.	The summary is an adequate explanation of the overall plan.	(2)The summary does not explain the overall plan. (1) No executive summary included.
Product or Services	The plan effectively communicates the features and benefits of the volunteer project.	The plan includes a good explanation of the features and benefits of the volunteer project.	The plan adequately communicates the features and benefits of the volunteer project.	(2) There is little explanation of the features and benefits. (1) No explanation of the features and benefits of the project.
Team and Operations	Effectively highlights the expertise of the individual(s) within the team and identifies any human resource 'gaps' and appropriate measures to resolve these issues. Plan includes a process of production/delivery.	Includes good explanation of the expertise of the individual(s) within the team. Plan includes a process of production/delivery.	Includes the team members and expertise. Also includes a plan of the process of production/delivery.	(2) Includes some measure of team members but no process or plan execution. (1) No team and operations explanations included.
Financial request or sponsored items needed	The plan clearly and concisely explains the financial request and/or reason for sponsored items needed. Detailed figures are included.	The plan explains the financial request and/or reason for sponsored items needed. Figures are included.	The plan adequately explains the financial request and/or reason for sponsored items needed.	(2) The financial request is not clear. (1) No requests for financial support.
Total Worksheet 13				/20
FINAL MARK				/ 50



Assessment rubrics (continues on following page)

GRADE 9 INTEGRATED PROJECT – LANGUAGES

GEC ASSESSMENT RUBRIC: OPTION #1 - RESEARCHING CAREER OPTIONS (20)

GRADE 9 ENGLISH HOME LANGUAGE

NAME OF LEARNER: _____ NAME OF SCHOOL: _____

		DESCRIPTORS			
CRITERIA		LEVEL 4 4-5 marks	LEVEL 3 3 marks	LEVEL 2 2 marks	LEVEL 1 0-1 mark
1	COHERENT RESEARCH QUESTION	The researched content exhibits a highly coherent driving or research question that effectively guides the presentation of the content. The interview questions developed are focused and extract insightful responses from the interviewee.	The researched content demonstrates a clear and coherent driving or research question that guides the presentation of the content, although it could be further refined. The interview questions developed are good and extracts good responses from the interviewee.	The researched content includes a driving or research question, but it lacks coherence or does not effectively guide the presentation of the content. The interview questions developed are vague and the interviewee struggles to respond with suitable information.	The researched content lacks a clear and coherent driving or research question, with an unclear focus that does not align with the content presented. The interview questions developed are poorly constructed (if any) and the interviewee struggles to respond at all.
2	CONTENT	The researched content showcases an excellent understanding of the career option selected, providing comprehensive and accurate information.	The researched content demonstrates a good understanding of the career option selected, providing relevant and accurate information.	The researched content includes some relevant information about the career option selected, but it lacks depth and accuracy.	The researched content lacks relevant and accurate information about the career option selected.
3	RESEARCH & SOURCES	The researched content displays thorough research, utilising a variety of reliable sources, and includes all necessary information in the referencing list.	The researched content demonstrates adequate research, using mostly reliable sources, but some key information in the referencing list is missing.	The researched content shows minimal evidence of research in the reference list and relies on a few, unreliable sources.	The researched content lacks evidence of research and uses unreliable or irrelevant sources. No sources are listed in the referencing list.
4	LANGUAGE & STYLE	The researched content showcases well-crafted sentences, correct grammar, spelling, and punctuation, enhancing clarity and coherence.	The researched content demonstrates mostly correct grammar, spelling, and punctuation, with occasional errors that do not impede understanding.	The researched content has some grammatical, spelling, and punctuation errors, but the overall language is understandable.	The researched content contains numerous grammatical, spelling, and punctuation errors, making it difficult to understand.
TEACHER'S SIGNATURE:		DATE:		CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:	
				TOTAL 20	



GRADE 9 INTEGRATED PROJECT – LANGUAGES

GEC ASSESSMENT RUBRIC: OPTION #1 - RESEARCHING CAREER OPTIONS (20) GRADE 9 ENGLISH FIRST ADDITIONAL LANGUAGE

NAME OF LEARNER: _____ NAME OF SCHOOL: _____

CRITERIA		DESCRIPTORS			
		LEVEL 4 4 marks	LEVEL 3 3 marks	LEVEL 2 2 marks	LEVEL 1 0-1 mark
1	CLEAR RESEARCH QUESTION	The researched content includes a well-structured driving or research question that effectively guides the presentation. The interview questions developed are clear and elicit informative responses from the interviewee.	The researched content demonstrates a clear driving or research question that guides the presentation, although it could be further improved. The interview questions developed are understandable and elicit relevant responses from the interviewee.	The researched content includes a driving or research question, but it lacks structure or does not fully guide the presentation. The interview questions developed are somewhat clear, but the interviewee's responses lack depth or coherence.	The researched content lacks a clear driving or research question, with an unclear focus that does not align with the content presented. The interview questions developed are poorly constructed (if any), resulting in inadequate or irrelevant responses from the interviewee.
2	CONTENT	The researched content demonstrates a strong understanding of the career option selected, providing detailed and correct information.	The researched content shows a satisfactory understanding of the career option selected, providing appropriate and accurate information.	The researched content includes some relevant information about the career option selected, but it lacks depth and may contain minor inaccuracies.	The researched content lacks relevant and accurate information about the career option selected.
3	RESEARCH & SOURCES	The researched content displays thorough research, using a variety of sources, including reliable ones, and includes all necessary information in the referencing list.	The researched content demonstrates adequate research, utilizing mostly reliable sources, although some key information in the referencing list may be missing.	The researched content shows limited evidence of research in the reference list and relies on a few sources, some of which may be unreliable.	The researched content lacks evidence of research and uses unreliable or irrelevant sources. No sources are listed in the referencing list.
4	LANGUAGE & STYLE	The researched content uses clear and coherent sentences with mostly correct grammar, spelling, and punctuation, aiding understanding.	The researched content demonstrates mostly understandable language with occasional errors in grammar, spelling, and punctuation that do not significantly hinder comprehension.	The researched content contains some grammatical, spelling, and punctuation errors, but the overall language is reasonably clear and comprehensible.	The researched content has numerous grammatical, spelling, and punctuation errors, making it challenging to understand the intended message.
TEACHER'S SIGNATURE:		CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:			TOTAL 20

The First Additional Language refers to a language which is not a mother tongue but is used for certain communicative functions in a society, that is, the medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning. (CAPS): Eng FAL Grades 7-9, pg. 8. Revised for a lower language level and based on communicative skills.



GRADE 9 INTEGRATED PROJECT – LANGUAGES

GEC ASSESSMENT RUBRIC: OPTION #2 - RESEARCHING A BUSINESS OPPORTUNITY (20)
GRADE 9 ENGLISH HOME LANGUAGE

NAME OF LEARNER: _____ NAME OF SCHOOL: _____

CRITERIA	DESCRIPTORS			
	LEVEL 4 4-5 marks	LEVEL 3 3 marks	LEVEL 2 2 marks	LEVEL 1 0-1 mark
1 RESEARCH PLANNING & ORGANISATION	Demonstrates thorough planning and organization of the research process. Includes a coherent research question.	Shows good planning and organization with minor gaps or inconsistencies.	Exhibits some planning and organization, but with notable gaps or inconsistencies.	Shows minimal planning and organization, with substantial gaps or inconsistencies.
2 SOURCE EVALUATION & SELECTION	4-5 marks Selects and evaluates diverse and appropriate sources effectively.	3 marks Selects and evaluates mostly relevant and reliable sources.	2 marks Selects and evaluates sources with some relevance and reliability concerns.	0-1 mark Selects and evaluates sources with minimal relevance and reliability.
3 INFORMATION SYNTHESIS & ANALYSIS	4-5 marks Demonstrates a comprehensive and insightful synthesis and analysis of information gathered.	3 marks Shows a solid synthesis and analysis of information with minor gaps or limitations.	2 marks Exhibits some synthesis and analysis, but with notable gaps or limitations.	0-1 mark Shows minimal synthesis and analysis, with substantial gaps or limitations.
4 INTERVIEWING ESTABLISHED BUSINESS OWNERS		3 marks Engages in an interview with established business owners, demonstrating effective questioning and active listening.	2 marks Engages in an interview with some questioning and listening skills, but with notable gaps or limitations.	0-1 mark Engages in a limited interview with minimal questioning and listening skills.
5 PRESENTATION AND COMMUNICATION			2 marks Presents research findings with clarity, organization, and effective communication.	0-1 mark Presents research findings with limited clarity, organization, or communication skills.
TEACHER'S SIGNATURE:	CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:			
DATE:				
	TOTAL 20			



GRADE 9 INTEGRATED PROJECT - LANGUAGES

GEC ASSESSMENT RUBRIC: OPTION #2 - RESEARCHING A BUSINESS OPPORTUNITY (20) GRADE 9 ENGLISH FIRST ADDITIONAL LANGUAGE

NAME OF LEARNER: _____ NAME OF SCHOOL: _____

CRITERIA	DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1 PLANNING & ORGANISATION			2 marks Exhibits limited planning and organisation, with noticeable gaps or inconsistencies.	0-1 mark Shows minimal planning and organisation, with significant gaps or inconsistencies.
2 SELECTING SOURCES		3 marks Selects and evaluates mostly relevant and reliable sources with some consideration of their credibility.	2 marks Selects and evaluates sources with varying degrees of relevance and reliability, but with some concerns regarding credibility.	0-1 mark Selects and evaluates sources with limited relevance and reliability, lacking thorough consideration of their credibility.
3 ANALYSING INFORMATION	4-5 marks Demonstrates a thorough and perceptive synthesis and analysis of the gathered information.	3 marks Shows a competent synthesis and analysis of information with some minor gaps or limitations.	2 marks Exhibits some synthesis and analysis, but with noticeable gaps or limitations in understanding.	0-1 mark Shows limited synthesis and analysis, with significant gaps or limitations in comprehending the information.
4 INTERVIEWING AN ESTABLISHED BUSINESS OWNER	4-5 marks Engages in an interview with established business owners, demonstrating exceptional questioning and active listening skills.	3 marks Engages in an interview with established business owners, displaying competent questioning and active listening skills, though with some room for improvement.	2 marks Engages in an interview with established business owners, showing limited but developing questioning and listening skills.	0-1 mark Engages in an interview with established business owners, exhibiting basic questioning and listening skills, with significant room for improvement.
5 PRESENTATION AND COMMUNICATION	4-5 marks Exceptional clarity, precise organisation, and compelling communication of research findings.	Clear communication, satisfactory organisation, and understandable clarity of research findings with minor inconsistencies or room for improvement.	2 marks Basic communication skills, simple organisational structure, and understandable clarity of research findings with some difficulties in articulation or organisation.	0-1 mark Limited communication skills, challenges in organisation and clarity, with difficulty in effectively conveying research findings.
TEACHER'S SIGNATURE:	CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:			
	DATE:	TOTAL 20		

The First Additional Language refers to a language which is not a mother tongue but is used for certain communicative functions in a society, that is, the medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning. (CAPS): Eng FAL Grades 7-9, pg. 8. Revised for a lower language level and based on communicative skills.



ASSESSMENT
ENGLISH HOME LANGUAGE LEVEL GRADE 9
GEC ASSESSMENT RUBRIC FOR A LONG TRANSACTIONAL TEXT: OPTION #1 WRITING A RESEARCH REPORT ON CAREER SELECTION (30)

NAME OF LEARNER: _____

NAME OF SCHOOL: _____

CRITERIA	DESCRIPTORS				
	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1	5 marks	4 marks	3 marks	2 marks	0 - 1 mark
Planning and Writing Process	Demonstrates thorough planning, outlining key sections and organizing ideas effectively.	Shows good planning with a clear structure and organized ideas, but with minor gaps or inconsistencies.	Exhibits some planning and organization, but with notable gaps or inconsistencies.	Displays limited planning and organization, with significant gaps or inconsistencies.	Shows minimal planning and organization, with substantial gaps or inconsistencies.
2	6 marks	4 marks	3 marks	2 marks	0 - 1 mark
Report Format and Structure	Follows the correct format and structure of a research report accurately, including an introduction, literature review, methodology, findings, conclusion, and references.	Follows the format and structure with notable errors or inconsistencies.	Partially follows the format and structure with significant errors or inconsistencies.	Deviates from the format and structure with major errors or inconsistencies.	Does not follow the format and structure of a research report.
3	5 marks	4 marks	3 marks	2 marks	0 - 1 mark
Use of Formal Language and Tone	Uses formal language and a professional tone consistently throughout the report, demonstrating an appropriate level of formality.	Uses formal language and tone mostly effectively, with minor lapses in formality.	Exhibits some use of formal language and tone, but with notable lapses in formality.	Displays limited use of formal language and tone, with significant lapses in formality.	Uses informal language and tone throughout the report.
	6 marks	4 marks	3 marks	2 marks	0 - 1 mark



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

4	Research Question and its Connection to the Report Conclusion	Developed a clear and coherent research question and effectively connected it to the conclusion of the report, demonstrating a strong understanding of the research process.	Developed a solid research question and connected it to the conclusion with minor gaps or limitations.	Developed a research question with notable gaps or limitations in connection to the conclusion.	Developed a research question with significant gaps or limitations in connection to the conclusion.	Developed a research question with major gaps or limitations in connection to the conclusion.	Failed to develop a clear research question or make a connection to the conclusion.
			5 marks	4 marks	3 marks	2 marks	0 - 1 mark
5	Research Process and Use of Sources	Demonstrates a comprehensive understanding of the research process, including locating suitable sources, conducting interviews, and completing an inclinations assessment. Effectively incorporates and cites sources to support findings.	Shows a solid understanding of the research process with minor gaps or limitations in incorporating and citing sources.	Exhibits some understanding of the research process, but with notable gaps or limitations in incorporating and citing sources.	Displays limited understanding of the research process with significant gaps or limitations in incorporating and citing sources.	Shows minimal understanding of the research process and fails to incorporate or cite sources effectively.	
					3 marks	2 marks	0 - 1 mark
6	Written Presentation of the Report			Presents the report with clarity, organization, and effective communication during the oral presentation.	Presents the report with some clarity, organization, and communication skills, but with notable gaps or limitations.	Presents the report with limited clarity, organization, or communication skills.	
DATE:		TEACHER'S SIGNATURE:		CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:			
				Total 30			



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

GEC ASSESSMENT RUBRIC FOR A LONG TRANSACTIONAL TEXT: OPTION #1 WRITING A RESEARCH REPORT ON CAREER SELECTION (30)

NAME OF LEARNER: _____ NAME OF SCHOOL: _____

CRITERIA	DESCRIPTORS					
	LEVEL 6 6 marks	LEVEL 5 5 marks	LEVEL 4 4 marks	LEVEL 3 3 marks	LEVEL 2 2 marks	LEVEL 1 0 - 1 mark
1 Followed the writing process	Effectively plans and organizes ideas before writing, demonstrating a clear understanding of the research process.	Demonstrates good planning and organization, with minor gaps or inconsistencies in ideas.	Shows some planning and organization, but with notable gaps or inconsistencies in ideas.	Exhibits limited planning and organization, with significant gaps or inconsistencies in ideas.	Displays minimal planning and organization, with substantial gaps or inconsistencies in ideas.	Shows minimal or no planning and organization of ideas.
2 Format & structure of the Report	Follows the correct format and structure of a research report, including introduction, body paragraphs, and conclusion, with clear and logical organization.	Follows the correct format and structure with minor errors or inconsistencies in organization.	Follows the format and structure with notable errors or inconsistencies in organization.	Partially follows the format and structure with significant errors or inconsistencies in organization.	Deviates from the format and structure with major errors or inconsistencies in organization.	Does not follow the format and structure of a research report.
3 Use of suitable language and tone		Uses appropriate formal language and tone consistently throughout the report, demonstrating a good command of language.	Uses mostly appropriate formal language and tone, with minor lapses in language use.	Exhibits some use of formal language and tone, but with notable lapses in language use.	Displays limited use of formal language and tone, with significant lapses in language use.	Uses informal language and tone throughout the report.
4 Connects the research question to the findings in the Report	Develops a clear and coherent research question that is effectively connected to the conclusion, demonstrating a strong understanding of the research process and its findings.	Develops a solid research question that is mostly connected to the conclusion, with minor gaps or limitations.	Develops a research question with notable gaps or limitations in connection to the conclusion in the report.	Develops a research question with significant gaps or limitations in connection to the conclusion in the report.	Develops a research question with many gaps or limitations in connection to the conclusion in the report.	Fails to develop a clear research question or make a connection to the conclusion in the report.
		5 marks	4 marks	3 marks	2 marks	0 - 1 mark



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

5	Followed the research process by using suitable sources	Demonstrates an understanding of the research process, including locating suitable sources, conducting interviews, and completing an inclinations assessment. Incorporates and cites sources effectively to support findings.	Shows some understanding of the research process, with minor gaps or limitations in incorporating and citing sources.	Exhibits limited understanding of the research process, with notable gaps or limitations in incorporating and citing sources.	Displays minimal understanding of the research process, with significant gaps or limitations in incorporating and citing sources.	Shows minimal or no understanding of the research process and fails to incorporate or cite sources effectively.
					2 marks	0 - 1 mark
6	Presents a clear presentation on the report.				Presents the report with clarity, organization, and effective communication during the oral presentation.	Presents the report with clarity, organization, and effective communication during the oral presentation.
DATE:		TEACHER'S SIGNATURE:		CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:		
						Total 30



ASSESSMENT
ENGLISH HOME LANGUAGE LEVEL GRADE 9
GEC ASSESSMENT RUBRIC FOR THE LONG TRANSACTIONAL TEXT: OPTION #2 – BUSINESS / FORMAL LETTER (30)

NAME OF LEARNER: _____

NAME OF SCHOOL: _____

CRITERIA	DESCRIPTORS					
	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
1 Planning and Pre-writing Process		5 marks Demonstrates thorough planning, outlining key points, and organizing ideas effectively.	4 marks Shows good planning with a clear structure and organized ideas, but with minor gaps or inconsistencies.	3 marks Exhibits some planning and organization, but with notable gaps or inconsistencies.	2 marks Displays limited planning and organization, with significant gaps or inconsistencies.	0 - 1 mark Shows minimal planning and organization, with substantial gaps or inconsistencies.
2 Letter Format and Structure		5 marks Follows the correct format and structure of a formal/business letter accurately, including appropriate headings, addresses, salutations, and closings.	4 marks Follows the correct format and structure with minor errors or inconsistencies.	3 marks Follows the format and structure with notable errors or inconsistencies.	2 marks Partially follows the format and structure with significant errors or inconsistencies.	0 - 1 mark Deviates from the format and structure with major errors or inconsistencies.
3 Formal Language Use and Appropriate Tone	6 marks Uses formal language and a professional tone consistently throughout the letter, demonstrating an appropriate level of formality.	5 marks Uses formal language and tone mostly effectively, with minor lapses in formality.	4 marks Uses formal language and tone with notable lapses in formality.	3 marks Demonstrates limited use of formal language and tone, with significant lapses in formality.	2 marks Displays inconsistent use of formal language and tone, with major lapses in formality.	0 - 1 mark Uses informal language and tone throughout the letter.
4 Content and Persuasiveness	8 marks Provides a clear and persuasive proposal for funding, addressing key points and convincingly expressing the purpose and benefits.	6-7 marks Provides a convincing proposal for funding with minor gaps or limitations in addressing key points or expressing purpose and benefits.	4-5 marks Provides a standard proposal for funding with notable gaps or limitations in addressing key points or expressing purpose and benefits.	3 marks Provides a vague proposal for funding with significant gaps or limitations in addressing key points or expressing purpose and benefits.	2 marks Provides an incomplete or weak proposal for funding with major gaps or limitations in addressing key points.	0 - 1 mark Provides an unconvincing proposal for funding, with substantial gaps or limitations in addressing key points.



ENGLISH FIRST ADDITIONAL LANGUAGE LEVEL GRADE 9 GEC ASSESSMENT RUBRIC FOR THE LONG TRANSACTIONAL TEXT: OPTION #2 – BUSINESS / FORMAL LETTER (30)

NAME OF LEARNER: _____

NAME OF SCHOOL: _____

CRITERIA		DESCRIPTORS						
		LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	
1	Followed the writing process.	6 marks Effectively plans and organizes ideas before writing, demonstrating a clear understanding of the purpose and audience.	5 marks Demonstrates good planning and organization, with minor gaps or inconsistencies in ideas and purpose.	4 marks Shows some planning and organization, but with notable gaps or inconsistencies in ideas and purpose.	3 marks Exhibits limited planning and organization, with significant gaps or inconsistencies in ideas and purpose.	2 marks Displays minimal planning and organization, with substantial gaps or inconsistencies in ideas and purpose.	0 - 1 mark Shows minimal or no planning and organization of ideas and purpose.	
2	Adheres to the structure of the formal letter.	6 marks Follows the correct format and structure of a business/formal letter, including appropriate headings, salutations, body paragraphs, and closing.	5 marks Follows the correct format and structure with minor errors or inconsistencies.	4 marks Follows the format and structure with notable errors or inconsistencies.	3 marks Partially follows the format and structure with significant errors or inconsistencies.	2 marks Deviates from the format and structure with major errors or inconsistencies.	0 - 1 mark Does not follow the format and structure of a business/formal letter.	
3	Suitable language use and tone		5 marks Uses appropriate language and tone consistent with a business/formal letter, demonstrating a good command of language.	4 marks Uses mostly appropriate language and tone, with minor lapses in language use and tone.	3 marks Exhibits some use of appropriate language and tone, but with notable lapses in language use and tone.	2 marks Displays limited use of appropriate language and tone, with significant lapses in language use and tone.	0 - 1 mark Uses inappropriate language and tone throughout the letter.	
4	Explanation of		6 marks Explains the volunteer project idea with minor gaps or limitations in emphasizing its importance and addressing community needs.	4-5 marks Explains the volunteer project idea with notable gaps or limitations in emphasizing its importance and addressing community needs.	3 marks Explains the volunteer project idea with notable gaps or limitations in emphasizing its importance and addressing community needs.	2 marks Explains the volunteer project idea with substantial gaps or limitations in emphasizing its importance and addressing community needs.	0 - 1 mark Fails to explain the volunteer project idea or its importance and addressing community needs.	



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

5	Understanding of a volunteer business				4 marks	3 marks	2 marks	0 - 1 mark
	establishment:				Demonstrates an understanding of the process and requirements for establishing a small business, and briefly indicates the acquired knowledge.	Exhibits some understanding of the process and requirements for establishing a small business, with notable gaps or limitations in indicating acquired knowledge.	Displays limited understanding of the process and requirements for establishing a small business, with significant gaps or limitations in indicating acquired knowledge.	Shows minimal or no understanding of the process and requirements for establishing a small business, with substantial gaps or limitations in indicating acquired knowledge.
6	Requests a meeting for a presentation of the proposal.						2 marks	0 - 1 mark
							Clearly requests a meeting with the potential sponsors to do a verbal presentation, demonstrating an appropriate level of formality.	Requests a meeting with the potential sponsors to do a verbal presentation, but with minor lapses in formality or clarity. Does not request a meeting with the potential sponsors for a verbal presentation.
	DATE:	TEACHER'S SIGNATURE:			CONSTRUCTIVE FEEDBACK PROVIDED TO THE LEARNER:			
					Total 30			



GRADE 9 INTEGRATED PROJECT – LANGUAGES

ASSESSMENT: HOME LANGUAGE [HL] ORAL PRESENTATION GEC ASSESSMENT RUBRIC: OPTION #1 - CAREER OPTION (20)

NAME OF LEARNER: _____

GRADE 9

NAME OF SCHOOL: _____

CRITERIA	Level 4	Level 3	Level 2	Level 1
MARKS	4 marks	3 marks	2 marks	1 mark
INFORMATION/ EFFECTIVENESS	Information addresses the topic and uses original ideas and examples are used to support. High interest material which was audience appropriate. It achieved its purpose.	Most information addresses the topic, and some examples are used to support. Interesting material which was audience appropriate. Good attempt at achieving its purpose.	Most information addresses the topic but there are no examples are used to support. Some material was of interest to the audience. The purpose was achieved to some extent.	Only some information addresses the topic. Low interest material. Inappropriate to the audience. Limited achievement of the purpose.
EYE CONTACT	Good eye contact which engages all the audience. Appropriate use of palm/cue cards.	Good eye contact but focused on only some of the audience. Limited use of palm/cue cards.	Minimal eye contact with the audience. Frequently refers to palm/cue cards.	No eye-contact. Speech is read entirely from the palm/cue cards
AUDIBLE VOICE/ VOLUME	Clear, audible, and modulated to engage the audience. Fluent but pauses with effect.	Clear, audible with some modulation. Pausing is used a few times for effect.	Inaudible at times but there is some modulation of the voice.	Mostly inaudible.
BODY LANGUAGE/	Effective use of facial expression and gestures to convey meaning. Maintains a very confident stance, enthusiastic, and assured presentation.	Good use of facial expression and some gestures to convey meaning. Maintains a constant stance, and enthusiastic presentation.	Some facial expressions used for effect. Limited or ineffective gestures. Some movement and confidence demonstrated at times.	No evidence of facial expression and no or over-exaggerated gestures. Excessive movement. Shy, over-nervousness and lacking confidence.
STRUCTURE	Speech is well structured and logically sequenced (intro, body, conc). An effective introduction and conclusion that leaves an impact on the audience. Good grammar.	Speech has good structure presented in sequence (intro, body, conc). A good introduction and conclusion that arouses attention. Appropriate grammar.	Some structure and sequencing is evident (intro, body, conc). May be an effective introduction and/or conclusion. Grammar is mostly appropriate.	Limited structure and lacks logical sequence of ideas. More than 1 minute over and under time.
Teachers Feedback:				Total: _____/20
Teachers sign:				Date:



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

ASSESSMENT: FIRST ADDITIONAL LANGUAGE [FAL] ORAL PRESENTATION

GEC ASSESSMENT RUBRIC: OPTION #1 - CAREER OPTION (20)

NAME OF LEARNER: _____

GRADE 9

NAME OF SCHOOL: _____

CRITERIA	Level 4	Level 3	Level 2	Level 1
MARKS	4 marks	3 marks	2 marks	1 mark
INFORMATION/ EFFECTIVENESS	Information addresses the topic and uses original ideas and examples are used to support. It achieved its purpose.	Most information addresses the topic, and some examples are used to support. appropriate. Good attempt at achieving its purpose.	Most information addresses the topic but there are no examples are used to support. The purpose was achieved to some extent.	Only some information addresses the topic. Limited achievement of the purpose.
EYE CONTACT	Good eye contact which engages all the audience. Appropriate use of palm/cue cards.	Good eye contact but focused on only some of the audience. Limited use of palm/cue cards.	Minimal eye contact with the audience. Frequently refers to palm/cue cards.	No eye-contact. Speech is read entirely from the palm/cue cards
AUDIBLE VOICE/ VOLUME	Clear, audible, and modulated to engage the audience. Fluent but pauses with effect.	Clear, audible with some modulation. Pausing is used a few times for effect.	Inaudible at times but there is some modulation of the voice.	Mostly inaudible.
BODY LANGUAGE/	Effective use of facial expression and gestures to convey meaning. Maintains a very confident stance, enthusiastic, and assured presentation.	Good use of facial expression and some gestures to convey meaning. Maintains a constant stance. and enthusiastic presentation.	Some facial expressions used for effect. Limited or ineffective gestures. Some movement and confidence demonstrated at times.	No evidence of facial expression and no or over-exaggerated gestures. Excessive movement. Shy, over-nervousness and lacking confidence.
STRUCTURE	Speech is well structured and logically sequenced (intro, body, conc). An effective introduction and conclusion that leaves an impact on the audience. Good grammar.	Speech has good structure presented in sequence (intro, body, conc). A good introduction and conclusion that arouses attention. Appropriate grammar.	Some structure and sequencing is evident (intro, body, conc). May be an effective introduction and/or conclusion. Grammar is mostly appropriate.	Limited structure and lacks logical sequence of ideas. More than 1 minute over and under time.
Teachers Feedback:				Total: _____/20
Teachers sign:				Date:



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

ASSESSMENT: HOME LANGUAGE [HL] ORAL PRESENTATION

GEC ASSESSMENT RUBRIC: OPTION #2 – BUSINESS OPPORTUNITY OPTION (20)

NAME OF LEARNER: _____

GRADE 9

NAME OF SCHOOL: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Marks (20)	4	3	2	1
INTRODUCTION AND PURPOSE	Have an effective introduction. The purpose is clear.	An introduction is presented with the purpose not entirely clear.	The introduction presented is vague and the purpose unclear.	The presentation is not structured with the beginning of an introduction and purpose.
CONTENT AND PERSUASIVENESS	Provides a clear and persuasive proposal for funding, addressing key points and convincingly expressing the purpose and benefits of the business venture.	Provides a standard proposal for funding with notable gaps or limitations in addressing key points or expressing purpose and benefits.	Provides a vague proposal for funding with significant gaps or limitations in addressing key points or expressing purpose and benefits.	Provides an incomplete or weak proposal for funding with major gaps or limitations in addressing key points or expressing purpose and benefits.
EYE CONTACT	Good eye contact which engages all the audience. Appropriate use of palm/cue cards.	Good eye contact but focused on only some of the audience. Limited use of palm/cue cards.	Minimal eye contact with the audience. Frequently refers to palm/cue cards.	No eye-contact. Speech is read entirely from the palm/cue cards
AUDIBLE VOICE/ VOLUME	Clear, audible, and modulated to engage the audience. Fluent but pauses with effect.	Clear, audible with some modulation. Pausing is used a few times for effect.	Inaudible at times but there is some modulation of the voice.	Mostly inaudible.
BODY LANGUAGE/ FACIAL/ GESTURE/STANCE CONFIDENCE	Effective use of facial expression and gestures to convey meaning. Maintains a very confident stance, enthusiastic, and assured presentation.	Good use of facial expression and some gestures to convey meaning. Maintains a constant stance. and enthusiastic presentation.	Some facial expressions used for effect. Limited or ineffective gestures. Some movement and confidence demonstrated at times.	No evidence of facial expression and no or over-exaggerated gestures. Excessive movement. Shy, over-nervousness and lacking confidence.
Teachers Feedback:				Total: _____/20
Teacher sign: _____				
Date: _____				



Assessment rubrics

GRADE 9 INTEGRATED PROJECT – LANGUAGES

ASSESSMENT: FIRST ADDITIONAL LANGUAGE [FAL] ORAL PRESENTATION

GEC ASSESSMENT RUBRIC: OPTION #2 – BUSINESS OPPORTUNITY OPTION (20)

NAME OF LEARNER: _____

GRADE 9

NAME OF SCHOOL: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Marks (20)	4	3	2	1
INTRODUCTION AND PURPOSE	Have an effective introduction. The purpose is clear.	An introduction is presented with the purpose not entirely clear.	The introduction presented is vague and the purpose unclear.	The presentation is not structured with the beginning of an introduction and purpose.
CONTENT AND PERSUASIVENESS	Provides a clear and persuasive proposal for funding, addressing key points and convincingly expressing the purpose and benefits of the business venture.	Provides a standard proposal for funding with notable gaps or limitations in addressing key points or expressing purpose and benefits.	Provides a vague proposal for funding with significant gaps or limitations in addressing key points or expressing purpose and benefits.	Provides an incomplete or weak proposal for funding with major gaps or limitations in addressing key points or expressing purpose and benefits.
EYE CONTACT	Good eye contact which engages all the audience. Appropriate use of palm/cue cards.	Good eye contact but focused on only some of the audience. Limited use of palm/cue cards.	Minimal eye contact with the audience. Frequently refers to palm/cue cards.	No eye-contact. Speech is read entirely from the palm/cue cards
AUDIBLE VOICE/ VOLUME	Clear, audible, and modulated to engage the audience. Fluent but pauses with effect.	Clear, audible with some modulation. Pausing is used a few times for effect.	Inaudible at times but there is some modulation of the voice.	Mostly inaudible.
BODY LANGUAGE/ FACIAL/ GESTURE/STANCE	Effective use of facial expression and gestures to convey meaning. Maintains a very confident stance, enthusiastic, and assured presentation.	Good use of facial expression and some gestures to convey meaning. Maintains a constant stance, and enthusiastic presentation.	Some facial expressions used for effect. Limited or ineffective gestures. Some movement and confidence demonstrated at times.	No evidence of facial expression and no or over-exaggerated gestures. Excessive movement. Shy, over-nervousness and lacking confidence.
Teachers Feedback:				Total: _____/20
Teacher sign: _____				
Date: _____				


GRADE 9 INTEGRATED PROJECT - LIFE ORIENTATION RUBRIC
TOTAL 70 MARKS

Worksheet marks					
Worksheet 1: Correct use of circle map (name 1, business 1, career 1)				/ 3	
Worksheet 2: Correct use of tree map/ listed 3 in each branch (business 1, career 1, friend 1)				/ 3	
Worksheet 3: Knowledge/identifying Abilities 2, strengths 2, either weaknesses or interest 1				/ 5	
Worksheet 4.1: Quality Interview Questions (job research)					
Criteria checklist (✓)					
1. Questions are clear and to the point.					
2. Questions unlock most important information.					
3. Creative use of open questions.					
4. Answers captured clear and to the point.					
5. Answers unlock most important information.					
Subtotal Worksheet 4.1			/ 5		
Worksheet 4.2: Quality Interview Questions (business research)					
Criteria checklist (✓)					
1. Questions are clear and to the point.					
2. Questions unlock most important information.					
3. Creative use of open questions.					
4. Answers captured clear and to the point.					
5. Answers unlock most important information.					
Subtotal Worksheet 4.2			/ 5		
Worksheet 4.3: Correct referencing					
Criteria	Excellent 3	Good 2	Needs support 1	Not achieved 0	
Referencing of sources.	Sources were cited properly. Included extra references.	Sources were cited properly. Included minimum references.	Sources were not cited correctly. Needs support.	No sources were cited.	
Subtotal Worksheet 4.3				/ 3	
Worksheet 6.1: Organising research in bubble map (job research)					
Criteria checklist: Skills in using a bubble map (✓)					
1. Main career or job is identified in the centre bubble.					
2. Themes radiate from the central word.					
3. Branches comprise of keywords that will further direct sentences for writing the report.					
Criteria checklist: Content of bubble map					
4. Items are arranged around a central keyword.					
5. Ideas are connected.					
6. Generated new ideas.		/ 6			



GRADE 9 INTEGRATED PROJECT - LIFE ORIENTATION RUBRIC

TOTAL 70 MARKS

Worksheet 6.2: Organising research in bubble map (business research)					
Criteria checklist: Skills in using a bubble map (✓)					
1. Main business is identified in the centre bubble.					
2. Themes radiate from the central word.					
3. Branches comprise of keywords that will further direct sentences for writing the report.					
Criteria checklist: Content of bubble map					
4. Items are arranged around a central keyword.					
5. Ideas are connected.					
6. Generated new ideas.					/ 6
Worksheet 8: Identifying problem in community/research question					/ 2
Worksheet 9: Identify volunteer organisations working in community (name 1, classification 1, company facts 2)					/ 4
Subtotal Worksheets					/ 42
Written Report (as per Worksheet 15.3)					
Item	Excellent 5	Good 4	Adequate 3	Poor 1-2	
Content	Excellent logical order, focused on topic, excellent natural transitions and flow.	Good logical order, focused on topic, good transitions and flow.	General progressive order, clear on topic, transitions and flow may be formulaic.	Does not progress in logical order, topic loosely focused, lacks transitions.	
Research			Creative use of extra sources.	Little extra sources accessed.	
Format and Structure	Excellent format and structure.	Good adherence to formal structure.	Average use of format and structure.	Limited or no use of format and structure.	
Language structure and convention	Excellent use of vocabulary, sentence structure, spelling and punctuation.	Good use of vocabulary, sentence structure, spelling and punctuation.	Adequate use of vocabulary, sentence structure, spelling and punctuation.	Ineffective use of vocabulary, sentence structure, spelling and punctuation.	
Subtotal Written Report					/ 18
Presentation (as per Worksheet 16)					
Item	Excellent 4-5	Good4	Adequate 2-3	Poor 1-2	
Preparation and presentation	Thorough preparation and excellent presentation.	Well prepared and good presentation.	Adequate preparation and presentation.	Little to no preparation and failed presentation.	
Item	Excellent 5	Good 3-4	Adequate 3	Poor 1-2	
Use of poster and other physical resources to enhance presentation	Excellent use of poster and other physical resources.	Good use of poster and other physical resources	Adequate use of poster and other physical resources	Limited use of poster and other physical resources	
Subtotal Written Report					/ 10
FINAL MARK					/ 70



GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (MUSIC)

TOTAL 25 MARKS

CRITERIA/ MARK ALLOCATION	1	2-3	4	5
Lyrics	Lyrics are not captivating, lack description of careers. Lyrics does not relate to any aspect of careers.	Lyrics are somewhat captivating and simple, with some reference to careers.	Lyrics are captivating, relates to careers as topic.	Lyrics are extremely captivating, describe careers creatively and innovatively. Deep understanding of all aspects of careers evident in lyrics.
Content of song	Does not reflect an understanding of careers; does not express a clear opinion; does not include facts to support an opinion.	Reflects little understanding of careers; does not express an opinion; includes few facts to support the opinion.	Reflects an understanding of careers. Expresses an opinion; includes facts to support the opinion.	Clearly reflects good understanding of careers; expresses a clear opinion; includes strong facts to support the opinion.
Melody	Very limited and inconsistent use of a melody and rhythm, not used effectively in line with the music genre	Average use of melody and rhythm, inconsistent and does not depict the music genre.	Good melody, somewhat captivating rhythm which depicts the music genre.	Well balanced melody, interesting and captivating, excellent depiction of the music genre.
Performance	Lacks creativity and demonstrates no enthusiasm to create an effective performance.	Attempts to be creative but portrays limited enthusiasm to create an effective performance.	Creative and demonstrates enthusiasm to create a memorable performance.	Innovative and creative performance, portrays originality and enthusiasm to create a memorable and polished performance.
Overall Effectiveness	Lacks cohesion: parts do not interrelate. Poorly prepared and presented. Little evidence of effort.	Somewhat cohesive, parts interrelate somewhat. Poorly prepared and presented. Minimal evidence of effort.	Cohesive; all parts interrelate well. Good evidence of effort.	Extremely cohesive; all parts interrelate very well. Superior evidence of effort.
TOTAL				/ 25



GRADE 9 INTEGRATED PROJECT – CREATIVE ARTS (VISUAL ARTS)

TOTAL 25 MARKS

CRITERIA/ MARK ALLOCATION	1	2-3	4	5
Use of Different types of Art Elements and Design Principles	No or limited use of Art Elements and Design Principles.	Is able but not consistent. Needs more practice.	Is able to use Art Elements and Design Principles appropriately.	Creative and innovative use of Art Elements and Design Principles.
Use of art materials	No or limited effort to use art materials correctly	Is able but not consistent. Need more exercise.	Is able to use art materials appropriately.	Creative and innovative use of art materials.
Technical skills	Poor skills level	Technically on an acceptable level	Technically good	Excellent technical abilities and skills
Overall impression and presentation of the artwork	General lack of commitment. Poor presentation.	General lack of commitment. Acceptable presentation.	Proof of commitment. Good presentation.	Proof of effort and commitment. Innovative and creative presentation.
The learner has expressed him-/herself confidently.	Attempted to express him-/herself, but not able to attain the desired outcome.	Able to express him-/herself in a meaningful manner. Needs more practice.	Has met the criteria to express him-/herself confidently and in a meaningful manner.	Exceeds expectations and criteria to express him-/herself confidently.
TOTAL				/ 25



GRADE 9 INTEGRATED PROJECT – SOCIAL SCIENCES

50 MARKS

Worksheet marks				
Worksheet 5.1: Research Apartheid Laws 2 x2, description 2 x2				/ 8
Worksheet 5.2: Research Apartheid Laws, References (5 = 2marks, <5 = 1 mark, 0 = 0 marks)				/ 2
Worksheet 5.3: Cause and Effect Map (1 law, 2x effects and insight into 2x cause)				/ 10
Subtotal Worksheets				/ 20
Final written report (Worksheet 5.4: Report)				
Item	Excellent 5	Good 4	Adequate 3	Poor 1-2
Relevance to topic	Written report is very relevant to the topic provided; topic sentence supports the research question well	Written report is relevant to the topic provided; topic sentence supports the research question	Written report strays somewhat from the topic provided; topic sentence somewhat supports the research question	There is very little relevance to the topic provided; topic sentence does not support the research question
Research	Excellent research from multiple sources	Good research from multiple sources	Adequate research from available sources	No adequate research present
Content	Excellent logical order and choice of content; natural transitions and flow	Good logical order and choice of content; good transitions and flow	General progressive content order; not always clear on transitions and flow	Inappropriate choice of content; does not progress in logical order, lacks flow
Format and structure	Exceptional understanding of format and structure use in report writing	Good understanding of format and structure use in report writing	Adequate understanding of format and structure use in report writing	Inadequate understanding and use of format in report writing
Language convention	Excellent use of vocabulary, sentence structure, spelling and punctuation	Good use of vocabulary, sentence structure, spelling and punctuation	Adequate use of vocabulary, sentence structure, some spelling and punctuation errors	Ineffective use of vocabulary, sentence structure, too many spelling and punctuation errors
Learner Insight: value judgement on the information already acquired on the Apartheid Laws, the causes and it's effects in had in the past.	Learner shows excellent insight with clear evidence of their understanding of personal choice	Learner shows good insight with clear evidence of their understanding of personal choice	Learner shows some insight with clear evidence of their understanding of personal choice	Learner shows no or little insight into their choice
Subtotal Written Report				/ 30
FINAL MARK				/ 50