

CELEBRATING LOCAL HEROES TEACHER'S PROJECT NOTES



-  **3** ENTREPRENEURSHIP
-  EMPLOYABILITY
-  EDUCATION

PROJECT-BASED LEARNING | EMS



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE **8**

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

TEACHER'S PROJECT NOTES | GRADE 8 | EMS

CELEBRATING LOCAL HEROES

TABLE OF CONTENTS

• Introduction	1
• Activity 1 - Preparation for writing a case study	5
• Activity 2 - Formulation of a questionnaire	6
• Activity 3 - Planning the interview	7
• Activity 4 - Conduct the interview	8
• Activity 5 - Mid-term review - reflection	9
• Activity 6 - Analyse the inspirational case study	10
• Activity 7 - Preparing to celebrate the local hero	13
• Project week takes place	14
• Activity 8 - Playing the ownership game (Quiz)	15
• Activity 9 - Prizes and post activity reflection	16
• Assessment rubric	17

Some of the images used in this publication were obtained from www.vecteezy.com



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





Before you start, try to ensure that the whole school and local community get involved. Launch the project term in some way, particularly at school level: the principal could announce the project week at the first assembly of Term 3. A learner could also make this announcement at the school assembly. Grades involved in implementing the project can put up posters to announce the “big event”. Flash mobs are also an exciting way of creating awareness of a great happening in the near future. Ensure that your School Management Team and your School Governing Body are on board by sending them invitations to your public event at the end of your project. As project manager your job is to start the process of instilling a new culture in your school - as a passionate teacher you are also the “culture builder” at your school!

It is very tempting to revert to “chalk-and-talk” teaching using the textbook as a resource. You do need to achieve what your CAPS document sets out, but in a different way. Do the project using the textbook as an information source *only when needed*? This is called **Just In Time Learning**. Below you will find the **Key Knowledge, Understanding and Success Skills** to help you manage an excellent project:

- **Challenging problem or question:** Why is this project critical? What is the problem in society and at school being addressed in this project? Keep talking about how this project will solve a local or global problem.
- **Sustained enquiry:** Are learners being “researchers”? Are they doing the research and getting deeper and deeper into the problem or are you doing all the talking? Look at the second below these notes overleaf to remind you of your role: manage activities and scaffold student learning. Learners must not be allowed to give up – you must “build a culture” of getting to the bottom of the problem and coach them when they lose their way. With time E³ will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level. In the 2020 training manual we have added information on dealing with diversity, groups and language obstacles.

- **Authenticity:** Keep the project real by referring to learners' own lives – this is about them and their world.
- **Student Voice and Choice:** Although learners did not choose this project, make it such fun and so real to the world they know, that they own it. Their voices and opinions are what your deeper goal is – encourage their views and applaud each contribution!
- **Reflection:** To truly embed learning learners should be able to reflect on what they have learned and think of better ways of doing things. The reflection activities in the worksheets are not just for fun. Encourage learners to spend time on them as this will deepen their learning.
- **Critique and Revision:** As you assess and evaluate their products (not them!) learners will see that there are better ways of solving problems.
- **Public Product:** At the end of the project what does the learner have to show or to brag about? Ensure that there is a Project Culmination Week in which each grade displays their products during a week selected by the management team because many parents and other stakeholders can attend.

Notice in the second circle *Project-based Teaching Practices* that your role as a teacher has changed: you are less of a teacher in the traditional sense of the word. Your lessons are more learner-centred. Instead of driving the activities, you now check CAPS-alignment and then manage and coach learners as they need it and then assess their efforts.

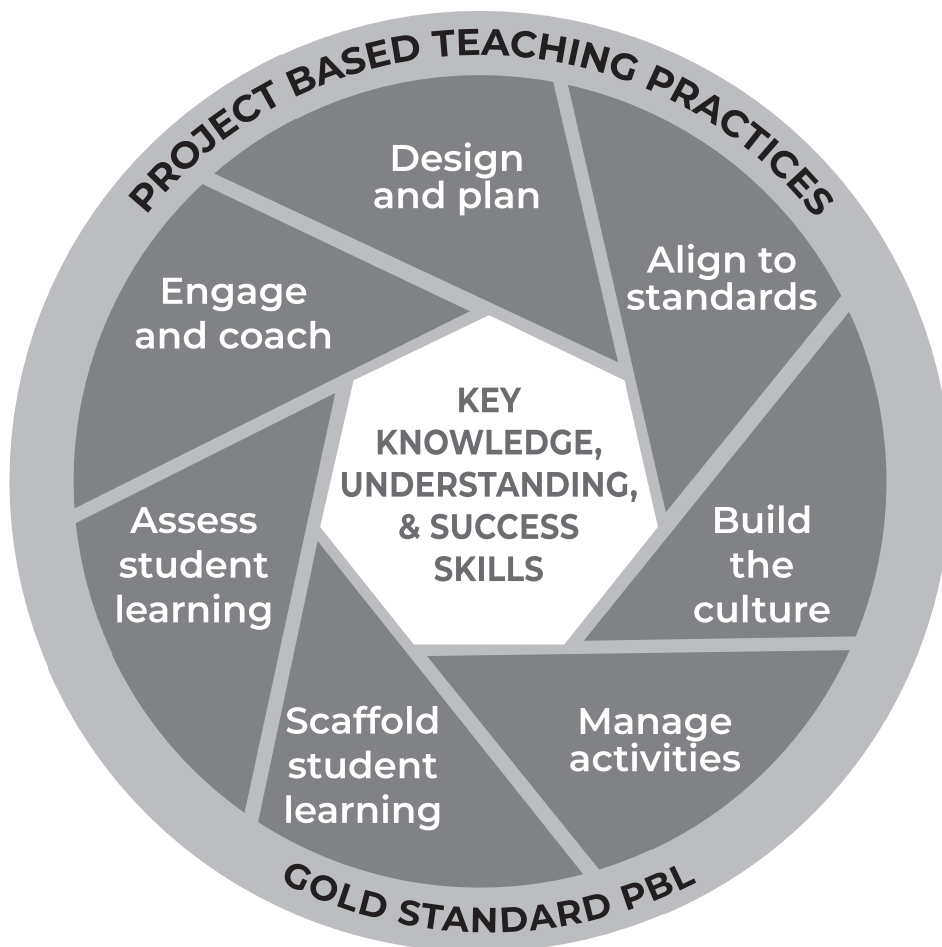
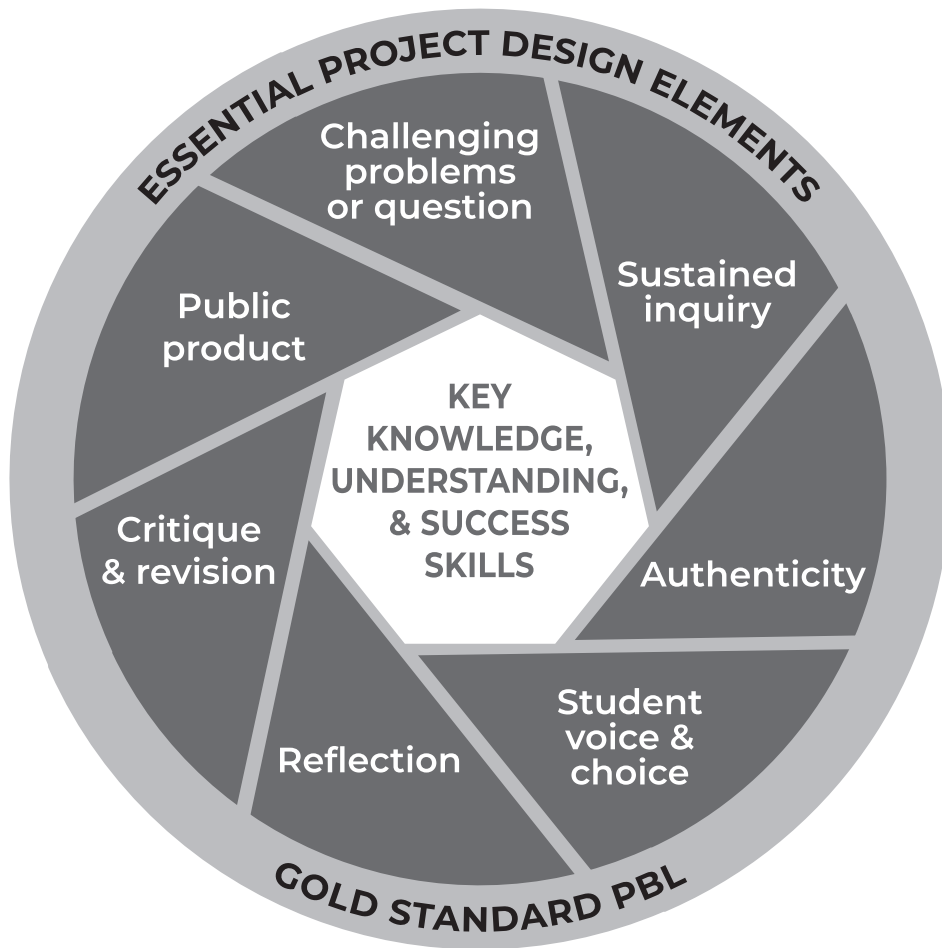
Good luck, you are a ground-breaker! Make this project work and secure the future of your learners.



PLEASE NOTE...

Time has not been allocated for each activity. Be creative. If you think that there is not enough class time to complete the activities, there are various options (and not all options are applicable to all school profiles.) Decide which option would work best for your school. Your pragmatism and creativity, together with a sound knowledge of what is feasible in your school will decide on the best plan. Some options could include: working after school, negotiating with the language teacher to take over certain activities which s/he can assess. The technology teacher can also assist as could the art teacher. This is a school effort and not just the responsibility of the teacher implementing the project.

Suggestion: *create a large Gantt chart which you can post on your wall. Clearly mark the phases of the project in weeks and discuss progress of the Project-based activity at the beginning or end of every week.*



© BIE



CELEBRATING LOCAL HEROES

“A hero is someone who has given his or her life to something bigger than oneself.”

Joseph Campbell



ACTIVITY 1

Preparation for writing a case study

View videos or read script to gather information in preparation for writing a case study.

RESOURCES:

- Video of Thato Kgathanye / Karidas Tshintsholo
- Transcripts of these videos on DVD
- Worksheet 1

CAPS EMS TERM 3:

Formal assessment

Project-based principle: Preparation for writing a case study



STEP-BY-STEP DESCRIPTION OF LESSON

ACTIVITY 1.1

1. Before any formal lesson or reference to the textbook, introduce the topic of people who have made a difference in the local community and why they stand out.
2. Now discuss entrepreneurs who stand out in the local, national and global communities. Learners discuss how they have made their own lives meaningful and reached success.
3. Learners view the video / read the transcripts (at the end of this document) and make notes, and with this information they answer the questions in **Worksheet 1.1**.



ACTIVITY 1.2

4. Learners complete a section in which they make notes on local movers and shakers.



ACTIVITY 2

Formulation of a questionnaire

Formulation of a questionnaire for interview with local entrepreneur (that includes the form of ownership of his/her business).

RESOURCES:

- Textbook
- Google Information on drawing up questions for research (quantitative and qualitative)
- Worksheet 2

CAPS EMS TERM 3:

Weeks 4 – 10

Forms of Ownership



STEP-BY-STEP DESCRIPTION OF LESSON

1. Explain to learners that real understanding of local problems is vastly enhanced by using primary sources.
2. Explain primary sources as opposed to secondary sources, both of which are important.



NOTE ON SOURCES

A **primary source** provides direct or first-hand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs, and newsgroups are also primary sources.

(<https://library.ithaca.edu/sp/subjects/primary>)

Secondary sources describe, discuss, interpret, comment upon, analyse, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research.

(<https://library.ithaca.edu/sp/subjects/primary>)

3. In our classroom, a primary source would be first-hand information as a result of an interview with an entrepreneur, whilst secondary information would be desktop research, e.g. Googling information.
4. Learners formulate a questionnaire using the headings given – to be done in groups on rough paper, according to the guidelines in **Worksheet 2**.
5. When the final set of questions are ready, each learner writes them down in his/her **Worksheet 2**.



ACTIVITY 3

Planning the interview

Formulation of a questionnaire for interview with local entrepreneur (that includes the form of ownership of his/her business).

RESOURCES:

- Assistance from Language / Drama teacher
- Worksheet 3

CAPS EMS TERM 3:

Formal assessment

Project-based principle: Preparation for writing a case study



STEP-BY-STEP DESCRIPTION OF LESSON

1. Each group selects a local entrepreneur to be interviewed.
2. If the community does not boast more than one or two entrepreneurs, two or three groups could visit one entrepreneur.
3. Learners fill in **Worksheet 3** as part of planning their interview.



SAFETY NOTE

- Please note, learners visiting entrepreneurs after school could face certain risks, especially in crime-ridden areas.
 - If you would like your learners to venture out into the community, this has to be really well-planned to ensure the safety of the learners, e.g. indemnity forms, an adult would have to accompany each group, and maybe transport would have to be arranged.
 - This is a great deal of extra work, but extremely powerful if you can manage that you learners gain information from primary sources via face-to-face interviews.
 - Alternatively, you could invite local entrepreneurs to the class and have all the groups jot down answers based on the responses of the entrepreneurs.
4. In this activity, learners plan for the interview by discussing the questions in the Worksheet and allocating responsibilities to each member of the group. Ensure that all learners have a role to play, and if necessary, ask for the help of the English teacher to help script the 'welcoming and thank you' speeches.
 5. Learners who have very little to do, must ensure that they take down as many notes as possible in their Worksheets.
 6. All the above is still in the planning phase as the interview takes place during Activity 4.





ACTIVITY 4

Conduct the interview

RESOURCES:

- Questionnaire
- Worksheet 4

CAPS EMS TERM 3:

Formal assessment

Project-based principle: Preparation for writing a case study



STEP-BY-STEP DESCRIPTION OF LESSON

1. Having planned all of the steps in activity 3, the EMS and the English teacher (or an adult who can assess the interviews using a rubric) accompany learners to the entrepreneur's place of business and the interview takes place. This is an excellent opportunity for learners to be assessed in real life for English or English FAL.
2. If this process is managed correctly (and it can be quite complicated as you may need help from other teachers or maybe even senior students) your learners' contributions will be assessed authentically.
3. The Worksheet lists the proceedings – ensure learners complete the report as Question 4 in the Worksheet. (4.1–4.4)
4. Be creative – if a few entrepreneurs are able to come to the school, even better. You could do the interviews after school and ask language teachers to support you, as the EMS teacher, and themselves, if they use the assessment as an opportunity to catch up on their own assessment for EFAL or English Home Language



ACTIVITY 5

Mid-term review - reflection

RESOURCES:

- Worksheet 5



STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners have to understand that projects do not move smoothly. Even in the real world, there will be personality clashes, time-frame issues and other practical problems. Encourage learners to reflect on how far they are, and what the problems are that have arisen. Please do not feel tempted to exclude this reflection activity.
2. Each learner is given the time and space to complete an individual reflection. If possible do this activity in the classroom as we are not certain that it will be done effectively at home where conditions (e.g. noise level, etc.) may make it hard for learners to reflect.
3. In reflecting, learners complete **Worksheet 5**.



Reflection is an integral part of the **learning** process. **Teaching** students to reflect on their work by noticing and correcting their own mistakes, as well as which activities and behaviours allowed them to be successful, is a vital part of the **learning** experience that far too many classrooms leave out of the equation. Remember Dewey: The learning is not as important as the **thinking** about the learning.



ACTIVITY 6

Analyse the inspirational case study

RESOURCES:

- Textbook
- Case study
- Worksheet 6

CAPS EMS TERM 3:

- Formal assessment
Case study



STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners have already written their own case study in Activity 1. They will now analyse a case study. This will be their formal assessment task for the term.
2. Learners are given the case study and answer the questions.
3. Use the following memorandum to assess the learners' work:



SUGGESTED ANSWERS: WORKSHEET 1.1

QUESTION 1

CASH RECEIPT JOURNAL OF BRIDGET HAIR SALON FOR MARCH 2013

CRJ1

DOC NO	DAY	DETAILS	FOL	ANALYSIS OF RECEIPTS	BANK	CURRENT INCOME	SUNDRY ACCOUNT		
							AMOUNT	FOL	DETAILS
01	1	Bridget Mafafo			22 000✓		22 000✓		Capital ✓
CRR	8	Services rendered		400	400	400✓			
CRR	12	Services rendered		1 750✓	1 750	1 750			

↖ All 3 Doc ✓

↖ Award mark only if analysed (bold line below the amount)

[6]

CASH PAYMENTS JOURNAL OF BRIDGET HAIR SALON FOR MARCH 2013

CPJ1

DOC NO	DAY	DETAILS	FOL	BANK	WAGES	CONSUMABLE GOODS	SUNDRY ACCOUNT		
							AMOUNT	FOL	DETAILS
001	2	Sabre Properties		3 000✓			3 000✓		Rent expense ✓
002	6	Officeteq		8 500✓			8 500✓		Equipment ✓
003	11	Nice Hair Dealers		1 500		1 500✓			
004	14	Cash		2 400✓	2 400✓				
005	30	Cash		2 900✓✓	2 500		400✓		Drawings ✓

↖ All 5 Doc ✓

[14]

- Production process is dependent on the availability of natural resources.
- It is important for sole traders, partnerships, close corporations, private companies and public companies to use resources in a sustainable manner and find alternative resources for non-renewable resources.
- People are becoming more urbanised as the world population grows, buying consumer goods instead of producing them themselves as was previously the case in rural areas.
- Producing some of these goods plus the packaging uses more resources in their production.
- Businesses may curb this by using resources sustainably, for example, less packaging and designing environmentally friendly packaging which might be easy to dispose of.
- Economic use of resources such as water, paper and electricity must be promoted by businesses.
- Business and government must work together to change the way people think about resource use.
- Many companies are trying to use recycled products and environmentally friendly processes.
- When businesses focus on maximising profit, they often forget their responsibilities towards society and the environment. No business should make money at the expense of nature and the well-being of the community.
- Manufacturing businesses should take care that the waste products, that are the result of their production processes, do not pollute the environment, especially water sources. Natural resources are irreplaceable and misuse or over-utilisation could deplete them so much that development in the future becomes impossible.
- Commercial enterprises should ensure that the products they sell are not harmful to the youth. Alcohol, cigarettes, undesirable books and magazines, are harmful to young people. The owners of bookshops and music shops should be aware of the content of the books, magazines and music they sell.
- Any dealer has a social and moral obligation towards society.
- Businesses can make a positive contribution to society by putting part of their profits back into the community, for example, by aiding the development of sport and training for disadvantaged groups or providing housing for the poor.
- When a business has a good image, people will want to do business with it and support it. This will increase the profitability of the business.
- Public relations is the practice of establishing a favourable relationship between the business and the public in order to build the image of the business.
- Social responsibility refers to the principle that a business should contribute to the welfare of the community from which it makes its profits.
- Environmental responsibility in business refers to steps taken by businesses to prevent and reduce the negative effects they could have on the environment.

Any THREE (3)

3.3 The Bill aims to introduce the 'Three Rs' strategy: reduce, reuse and recycle of waste material to ensure a cleaner environment. ✓✓

(2)

[6]

Total: 30

QUESTION 2

a) Advantages of a sole trader

- The owner makes own decisions. ✓
- The owner keeps all the profits. ✓
- It is easy to establish.

Any ONE (1)

Disadvantages of a sole trader

- It is difficult to raise capital. ✓
- The owner has unlimited liabilities towards the debts of a business. ✓
- The owner might not be skilled in all areas of business management. ✓
- The owner might be away or on leave and someone unmotivated may be employed to be in charge.
- When the owner dies, the business may collapse.

Any ONE (1)

b) Advantages of a public company

- Owners and shareholders have limited liability towards debts of a business. ✓
- It can raise capital by issuing shares to the public. ✓
- The company will continue even if the owner dies or shareholders sell their shares.

Any ONE (1)

Disadvantages of a public company

- Shareholders must be consulted on key decisions. ✓
- If low dividends are paid, shareholders become unhappy. ✓
- It is harder to run, and hard work to start a company. ✓
- Financial statements need to be audited and published.

Any ONE (1)

[4]

QUESTION 3

3.1. Any new business gives employment to at least one person. If that business grows and needs more people to do the work that is necessary, more jobs are created for additional workers.

(1)

3.2.

- Natural resources play an important role in the production process.
- It is important that both consumers and businesses use natural resources in a responsible and efficient manner as they are scarce.
- Sustainable use means that businesses will not waste raw materials or pollute the natural environment.
- Irresponsible use of natural resources has a negative impact on public health, food security, consumer choice and business opportunities in the future.
- Larger businesses such as private companies and public companies generally use greater quantities of resources than smaller businesses such as sole traders and partnerships.
- This is because their output is far greater than that of smaller businesses.



PROJECT WEEK TAKES PLACE

1. Project week has now arrived and during project week, all the activities of the past few weeks culminate in a public performance.
2. The Grade 8 learners have three opportunities to celebrate project week and highlight what they have been doing for viewing by their parents and local and school community.
3. The sky is the limit, decide on what is manageable by your school in celebrating the following three opportunities:
 - The gallery of local heroes
 - The announcement of the quiz winner and handing out of cup or prize
 - Invitation of local hero (who may be a local business person or a parent or even learner or teacher) to address the school / be available for a fire-side chat/interview by Grade 8 learners for enjoyment by the whole school or Grade 8 class.



Ludwick Marishane, a local hero who invented Dry Bath. Google him.



ACTIVITY 7

Preparing to celebrate the local hero

Preparing to celebrate the local hero (groups prepare drawing or any visual representation)

RESOURCES:

- Questionnaires
- Own notes
- Posters
- Material needed for poster display (flipchart paper / kokis / paint, etc.)
- Sticky notes
- Worksheet 7

CAPS EMS TERM 3:

Formal assessment

Project-based principle: Preparation for writing a case study



STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners are now working on the information gathered from the interview (Activity 4) as the project has to end on a public performance (refer to notes on p. 3).

2. The performance will be a gallery of posters celebrating the entrepreneurs who were interviewed during Activity 4, as well as any other entrepreneurial movers and shakers, either within the school or nationally or globally.



3. Draw in the Art teacher to help learners design a poster as it is critical that there is a visual element to the poster (a collage, mosaic, charcoal sketch, painting, etc.) of the hero or his/her brand.

4. The posters are displayed in the school corridors for all to see. Ensure that each poster covers the information given in the worksheet in Activity 7 where learners have made rough notes in planning the poster.

5. If the Art teacher is going to be using the gallery walk as an opportunity for assessment, he/ she can decide whether learners do these individually, in pairs or in groups.



ACTIVITY 8

Playing the ownership game (Quiz)

Formulation of a questionnaire for interview with local entrepreneur (that includes the form of ownership of his/her business)

RESOURCES:

- Textbook
- Worksheet 8

CAPS EMS TERM 3:

Weeks 4 – 10

Forms of Ownership



STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners go to their worksheet and create a mind map in pairs to revise the textbook information relating to forms of ownership.
2. Members of the group coach each other during break and in their own time as their group will be representing them in the Ownership Game quiz.
3. This is a fun activity, and an excellent way to embed learning, especially the knowledge needed to do well in the CAPS in term 3.
4. The quiz can be organised in any number of ways:
 - Each class can have a quiz and the winning group goes to the next round.
 - Round 2 involves the winning group from each class who battle it out against each other.
 - Continue in this way until you have one winning group in the entire Grade 8 class – you may have to think of extra questions for the quiz.
 - There is a DVD where the quiz can be presented electronically if you have the facilities. Alternatively, you can read the quiz questions off your phone or personal computer / laptop.
 - Ensure that you don't repeat questions.





ACTIVITY 9

Prizes and post activity reflection

RESOURCES:

- Assistance from Art teacher
- Prizes for winners
- Worksheet 9

CAPS EMS TERM 3:

Project-based principle: Reinforcement of character building and value system



STEP-BY-STEP DESCRIPTION OF LESSON

Group winning the quiz / winning poster are announced. A local hero presents prizes and gives motivational speech to school. Post activity reflection.

REFLECTION:

- Remind learners that unless they think about their learning, this learning will not be “deep”.
- Encourage learners to reflect on how far they are, and what the problems are that have arisen.
- Again, do not feel tempted to exclude this reflection activity.





ALLAN GREY FELLOW – KARIDAS TSHINTSHOLO

I have learned everything from my mom. I think the biggest thing I have learned is to hustle like my mom. My mom can run a house on R500,00 a month. You know back home I had this strong community and you have close relationships. I had to come into a new environment and develop a new community, but life is about expanding. It is not about being comfortable in one environment. So I know even this environment, (even though) I am at now UCT. At one point I am going to have to grow out of it and get into a new environment and for me I really find that quite exciting.

I was born in Pretoria, shortly after that my dad left and my mom was left alone. She basically didn't have anything to go around looking for food. One of the greatest moments of my mom's life was when she got an RDP house. At least at that point she had a place to live.

One vivid memory that I have... you know that there is this Ice cream truck that comes into the community? I ran to my mom and I could just see in her eyes that she didn't have the money and every other kid is going to get the ice cream except for me and I started crying and she held me tight and she looked at me and she told me that you are the man of the house. So from that day my whole life changed and I learnt to hustle my own ice cream money. I guess this is where the whole entrepreneurship thing came from. (I) learnt to make wire cars and sell them and just to please my mom and lighten the load of her shoulders.

So in High School I was involved in a lot of things. I entered a lot of entrepreneurship competitions. We made it far in the province and also on a national level. We got to dine with the governor and we are like: "Wow, this is so awesome." I'd love one day to be in a position that these people find themselves in. There (are) actually bigger things out there than we've seen in the township.

For me entrepreneurship it is a way of getting out of your situation. Just identify a problem and you come up with a solution to it, and to coming up with a solution you are able to also change your environment and to change your lifestyle as well.

Founder - Push Ismokol

Push your God given talent. Push Ismokol, Push Ismokol. Push is to Push. Ismokol is like to hustle.

So because I didn't go to school for to run this company or anything I just sat down and said)... "I can do it." So I start making clothes like "bietjie by bietjie". Now we are here. Karidas Push Ismokol is the clothing brand for my own township. What I love about it, (is) the way it impacted people, the way people responded like "Wow we can actually have something from our own place." And I felt that I have to get involved and I make sure that it became as successful as it can possible be.

My role is mainly on the business side, but I also act like one of the founders in terms of holding equity in the company. Given its background and where it started from I believe it truly embodies the whole thing from

hustling and trying to be a better person to looking for a proper investor so that we can expand our operations... I am studying Actuarial Science. I never even knew what Actuarial Science was. My two main interests are actually mathematics and economics. I don't believe in the whole "being smart" thing. That doesn't make sense for me. I believe in order for me to acquire knowledge and to understand things, I have to put in the hours. I have to sit down to study and... people are quick to label you as smart, although for me getting here has been about hard work.

Fellowship Jamboree 2013 Foundation Entrepreneurship Event

So if you come (to me) I will explain to you how the idea works (and)... if you have something to add you can come to my session. Being a candidate fellow is an awesome experience. You open up to so (many) opportunities and so many great things are made available to you. (I was a) first year candidate fellow last year. We came up with the concept of students as investors, of enhancing financial education across the country. We pictured the idea of a Jamboree, and within the space of less than a year.

Student investors office, Claremont

The company has grown in a very big way. We have a magazine that we distribute to the top 5 universities across the country and the top 60 high schools in the country. On an average day I sleep 3 hours, because you have to catch up on emails, you have to call certain people, you have to be at the office, you have to be in lectures. It's just that life of trying to balance the academic demands and the business demands. My pursuit as an entrepreneur is just to keep my integrity. It is my biggest hope to keep my integrity and to get to the top with a clear conscience without cutting any corners.

I miss my mom a lot... She is my Pillar of strength. She is... the one person who knows me deeply. Building my mom, a house, that is a big short-term goal for me. Making sure she is provided for properly and she doesn't have to work another day in her life.

Karidas' Mother:

The only advice I can give him is that he must hold on to the Almighty. At all times the Almighty has walked beside him. He must not change at all until he (has reached) his goal.

Karidas: I have doubts, "Can I really do this? Is this possible? Is this business really going to succeed?" The more I achieve, the more this voice becomes lower and lower and lower and the more challenges that come I am able to overcome... because I listen to the voice that says I can, that says it's possible.

Alan Grey Orbis foundation talks about shaping the future. I don't see the future as something (over) there that I will get to one day, but I see the future is only a consequence of what I do now. I can't say I want to be a successful entrepreneur if I am not showing the signs now and starting to think like the person I want to be.

Shape the future www.allangreyorbis.org



ASSESSMENT RUBRIC

Name of learner: _____ Grade 8: _____

Assessed by: _____ Date: _____

CRITERIA	SCORE OF 4	SCORE OF 3	SCORE OF 2	SCORE OF 1	LEARNER'S MARK
Format / Presentation	Goes over and above all the required elements stated in the directions and instructions.	Includes all the required elements as stated in the directions/instructions.	Missing one or more of the required elements as stated in the directions/instructions.	Several required elements are missing from the project.	
Questions quality	Exceptionally clever and unique in showing deep understanding.	Thoughtfully and uniquely presented; clever at times in showing understanding of the material.	A few original touches enhance the project to show some understanding of the material.	Shows little creativity, originality and/or effort in understanding the material.	
Neatness and Attractiveness	Exceptionally attractive and particularly neat in design and layout.	Attractive and neat in design and layout.	Acceptably attractive but may be messy at times and/or show lack of organization.	Distractingly messy or very poorly designed. Does not show pride in work.	
Grammar / spelling	No grammatical or mechanical mistakes in the project.	A few grammatical / mechanical mistakes which are not distracting.	Several grammatical / mechanical mistakes which are distracting.	Many grammatical or mechanical mistakes throughout the project. Clearly not proofread.	
Understanding of Content	Shows a sophisticated understanding of the themes in the work.	Shows an understanding of the major themes of the book.	Displays a somewhat limited understanding of the book. May have a few misinterpretations.	Does not show an understanding of the text. Misses plot points and has quite a few misinterpretations.	
Overall Effectiveness and Completion	Project is engagingly organised and presents material that is captivating for the viewer.	Project is somewhat organized, complete and holds the attention of the viewer.	Project is disorganised and incomplete at times and is somewhat able to hold the attention of the viewer.	Project is incomplete and not easy to follow.	
TOTAL SCORE:					

Comments: _____
