



DWS SCHOOL
INTERVENTION

GUIDELINE DOCUMENT
PUBLIC SPEAKING



WATER IS LIFE - SANITATION IS DIGNITY

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water & sanitation

Department:
Water and Sanitation
REPUBLIC OF SOUTH AFRICA



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Definitions / Acronyms

Definitions	Meaning
NA	National Adjudication
CAPS	Curriculum Assessment Policy Statements
DAC	Department of Arts and Culture
DBE	Department of Basic Education
Dialogue	Structured discussion session on given motion / topic
DWS	Department of Water and Sanitation
FET Band	Further Education and Training band
Public Speaking	is a genre to express one's views on the identified topic in a well-researched and structured speech
Rebuttal	Clashes identified from other teams and presented
Research paper	an essay detailing your views on the topics
Theme	Overall theme for the programme as directed by DWS
Topic	Specific topic derived from the theme focussing on identified perspective
WSEP	Water and Sanitation Education Programme

1 Background and Introduction

Water and Sanitation Education Programme (WSEP) is the Department of Water and Sanitation scholar Programme responsible for community- based water literacy initiatives. The approach that has been adopted by the Programme is to target learners in schools to convey water and sanitation messages. WSEP is implemented through various action projects. Water and Sanitation Education Programme has Public Speaking (PS) Project as one of the action projects- the project explores various water and sanitation themes with the hope of bringing solutions to the challenges facing the country's water resources. Poor water resources management has a significant impact on society, necessitating an ongoing creation of awareness. What should also be of note is that with the current five to ten year cycle, growth trends in population growth and other augmented abstraction activities indicate that water resources are going to be under higher pressure in the near decades if not years to come.

Communities being the second or third largest water consumers in the country will undoubtedly be impacted by this shift in dynamics. Increased use of diminishing water resources is expected to result in increased concentrations of contaminants (pollution), which has its own unwelcoming implications and leads to the resource being generally unavailable. The existence of one factor fuels the negative effects of the other leading to a downward spiral that should only be left to our imaginations to fathom. With population growth being 'inevitable' the Programme through its projects seeks to advocate and furthermore promote the advocacy of solutions and possible mitigation measures to address the water crisis in the country. If the public at large is aware of the existing dilemma then the first step towards addressing the main issue has been achieved.

Under WSEP there is a list of projects that deal with water and sanitation topics at large and Public Speaking is one of the Programme's action projects. Speeches delivered during Public Speaking adjudications are used to convey water and sanitation messages. Each speech should always be aligned to a provided theme and learners must be able to bring their provincial experience across and own their topic.

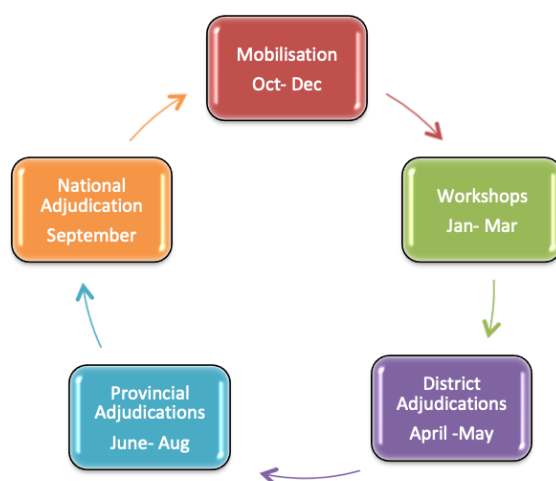
2 Aims and Adjudication

To increase awareness on integrated water resources management, proper sanitation and management of toilet facilities.

To promote behavioural change that leads to sustainable water resources management.

To recruit learners to pursue water and sanitation related careers.

3 Project Cycle and Structuring



- 3.1 The Project mobilisation stage starts at the beginning of October and all forms of communication media can be used to create the necessary awareness of calls to entry. DWS provides the theme for the WSEP project and generate a brochure with the relevant information to be disseminated to schools during the 3rd quarter. Each Province will be responsible for its own stakeholder mobilisation as well as finalisation of the list of participants for the District Adjudication level.
- 3.2 Mobilisation for the Public Speaking adjudication will only be completed in one phase of the cycle, which is in preparation for the District Adjudication. A copy of the Project brochure will be best suited in conjunction with printed media and as a mobilisation tool. The best three entrants from each District will advance to the Provincial Adjudication. Project Managers are to ensure that there is documented evidence of the District Adjudications in the form of speeches and attendance registers.
- 3.3 Mobilisation must be planned in accordance with Provincial Department of Education programmes and planning processes in the Provinces.

4 Workshops

- 4.1 Each province sets its own schedule of workshops. The workshops will be held in preparation for the first levels of adjudication. The workshops are meant to prepare the learners, educators and project members to the adjudication, brochure and the guidelines.
- 4.2 The workshops are also meant to ensure that the learners know exactly what is expected of them in order to successfully compete in the adjudication. This will be with regard to content as well as how they present their speeches.
- 4.3 Members of the adjudication panel must be invited to the adjudication workshops in order for them to have a better understanding of the project dynamics.
- 4.4 After the Provincial adjudications have been held and the Provincial winners selected the Project Manager must further coach their learners in preparation for the National Adjudication. No content change is allowed at this stage.
- 4.5 During the Provincial Adjudications two teams from different schools, comprising of six learners have to be selected to proceed to National Adjudication to represent their respective Provinces.
- 4.6 Before any adjudications can be held, workshops have to be conducted in order to ensure that all participants in the adjudication understand what is expected of them; in order to put together a speeches that will carry all the criteria as outlined on the score sheet. During the workshops all eligible persons will be acquainted with the Project guidelines in preparation for all the adjudications.

5 Participants

- 5.1 Public Speaking project targets both High School and Secondary School learners in the Further Education and Training (FET) band, preferably Grades 10 and 11 learners doing Pure Math, Physical Science, Geography and Engineering Graphics and Design with an achievement of at least 65%. Learners must have an interest in a career in water and sanitation.
- 5.2 To ensure that both rural and urban schools are exposed to equal opportunities, new schools must be mobilised each year. For National Adjudication all Provinces are expected to bring teams from schools that have never participated in the Project, non-compliance will result to disqualification of teams.
- 5.3 Learners with special needs are encouraged to participate.
- 5.4 Participants will be expected to travel to the designated locations where the District, Provincial and National adjudications will take place.
- 5.5 All learners are expected to complete the Indemnity form (Annexure B) and the originals must be submitted with registration at each event. Permission must also be granted from the District and/ or Provincial Education Department for the excursion to be undertaken by the various teams.

6 Adjudications

- 6.1 District Adjudication
 - 6.1.1 The schools will register before or by the end of January by submitting the Project brochure with three names (team) of the learners.
 - 6.1.2 There must be a minimum of five schools for the District Adjudication to take place. Cluster Adjudication will take place if the number of entries exceeds twenty schools for the District event. Adjudications to be done according to the circuits per district and then the best teams from each will participate at the District Adjudication. Each district to produce one team to the Provincial Adjudication.

- 6.1.3 During the District Adjudications the Provinces can select three best speakers from different or same schools in preparation for the Provincial Adjudication, and again, during Provincial Adjudication, Provinces can select three best speakers from different or same districts to proceed to National adjudication.
- 6.1.4 During the registration for the District Adjudication, the research paper as well as the speeches must be handed in for each school. These documents will be part of the evidence for the various levels of adjudication. The winning team's documentation will be forwarded to the Provincial Team at least two weeks prior to the next level of adjudication.

6.2 Provincial Adjudication

- 6.2.1 Various districts per province will then proceed with their winning teams to participate at the Provincial event. These adjudications are to be concluded before or by the end of August of the current year.
- 6.2.2 Provinces can select six best speakers from different or same districts to proceed to National Adjudication.
- 6.2.3 The research papers, speeches, verification letters of the Provincial winners and the Provincial delegation will be forwarded to the National Project Manager at least three weeks prior to the National Adjudication.
- 6.2.4 Late submission of the above-mentioned documents will not be accepted.
- 6.2.5 During the Provincial Adjudications, strict adjudication rules have to be followed to ensure that not only the best team progresses to the National Adjudication, but also that the selection process is fair and equitable.

6.3 National Adjudication

- 6.3.1 Each Province will be represented by two (2) teams, i.e. six (6) Public Speaking learners per Province.
- 6.3.2 The total number of Public Speaking participants is fifty four (54).
- 6.3.3 From the eighteen (18) teams three (3) top performing teams will be selected for position 1- 3.
- 6.3.4 Twenty seven (27) top performing individual learners will be awarded bursaries.
- 6.3.5 The winning teams from each province will present their researches at the National Adjudication, which is held annually in September. During this event the teams will compete for the national title.
- 6.3.6 One educator will be allowed to accompany the team to the adjudications. This will only apply if transportation of the learners and delegates has to be arranged by the respective Provincial Manager or Provincial Team.
- 6.3.7 All Covid 19 regulations to be always observed during all adjudication levels.

7 Composition of the Adjudication Sessions

The teams identify a problem area in their schools or local municipalities relating to the given theme and create a scenario. A topic is decided on for their research and they can commence with gathering information to qualify their arguments. Teams must consult local entities and stakeholders (for example WESSA, Water Boards, municipalities, etc) on the research area as well as possible solutions currently implemented.

The adjudications will have four different sessions:

- Research/ Preposition paper
- Prepared speeches
- Rebuttal session
- Dialogue session

- 7.1 Research/ Preposition Paper** is part of the preparation for the adjudication. This document will be between 6-8 pages in *Arial* 11pt font formatted to *Normal Style*. (See Annexure D *How to write a preposition paper*). The team will then draft their speeches from the information in the Research/ Preposition Paper. Please note it is not a reproduction of the research, but rather a presentation on the topic, the research is part of the resources needed to draft the speeches.

7.2 Composition of the **Prepared speeches** is as follows:

Speaker 1:

- Introduction of speakers
- State topic
- State breakdown of topic per speaker
- Present 1st and 2nd points of the research with motivating references
- 5-7 minutes speech

Speaker 2:

- Present 3rd, 4th and 5th points of the research with motivating references
- 5-7 minutes speech

Speaker 3:

- Conclude the research and render the closing statement and possible solutions to identified problems
- No new statements/ points can be added
- 5 minutes speech

The **speaker order** will be either alphabetical or determined by a draw done during the final Task Team meeting prior to the event. It will be as follows:

School 1 (all 3 speeches)

School 2 (all 3 speeches), etc.

The **composition of each speech** will be as follows and the individual learners will be scored accordingly: (Annexure C - Score Sheet)

Introduction

- Aim is to introduce the topic in an interesting way,
- Arousing curiosity with the audience
- Keep it short

Body of the speech

- Content of the speech
- Place in order of most important first or build-up to most important
- Each point must have evidence as proof
- Quote facts/ Statistics/ references to experts
- Present the research in such a manner that it will persuade the audience and adjudicators to agree with the importance of the problem.
- Remember to keep audience interested by implementing all public speaking rules

Conclusion

- Summate the content of the first two speakers
- Reinforce the central idea of the research
- Make a final statement to convince the audience/ adjudicators that your research on the scenario with possible solutions are the best
- "Great is the art of beginning, but greater the art is of ending." Henry Wadsworth Longfellow, (Book of best Quotations, P48, Ed. B.R. Kishore)

- 7.3 The following session is the **Rebuttal Session** that will be conducted at each level of the adjudication. During this session one learner must comment and give feedback on the other research presented. The person rebutting will have to listen attentively to presentations and find linkages or clashes with their own research. The teams will rebut in reverse order and have 3 minutes to do so.

This session is scored as the first impromptu mark for the team (10 points).

- 7.4 The final session is the **Dialogue Session** which will be conducted during the Provincial and National Adjudications. A new motion will be provided in accordance with the annual theme. This session will be as follows:

- Same three learners
- 30 min preparation time

Order of the session to be as follows:

- Opening statements by all teams
- Any speaker (90 sec) to introduce policy points
- Dialogue session open.
- Any speaker from each team to present for a maximum of 2 min
- Closing statements
- Reverse order, any speaker, maximum 60 seconds
- No verbal communication between learners during this session. Notes can be passed around during the session.

8 Presentation of Speeches

- 8.1 Learners are encouraged to present their speech and not read it.
- 8.2 Learners will be allowed to use cue cards as long as they are all of the same colour and do not bear any patterns or designs on their backs.
- 8.3 The use of visual aids in the form of power point presentations, flip charts, pictures, posters, demonstrations, or any other form will not be allowed.
- 8.4 Learners should present their speeches within the specified timeframes or penalties may occur for not reaching or exceeding the set time.

9 Adjudication Rules

9.1 General

- 9.1.1 All Public Speaking adjudication speeches or scripts will be written and delivered in English. Speeches/ scripts to be submitted to the National Office three weeks before the National Adjudication.
- 9.1.2 Vernacular expression and idioms can be used in speeches but cannot exceed 5% of the total material.
- 9.1.3 The use of vernacular can only be limited to enhancing the zest (appeal) of the speech and not to transfer statistical or scientific information.
- 9.1.4 No changes may be made to statistics in speeches- however, they may be omitted.
- 9.1.5 Changes in grammar should not present gross inconsideration of language principles.
- 9.1.6 Scripts have to be written and typed on A4 size paper and are to be handed in before the speech is delivered at the very first entry into the adjudication. National Adjudication finalists have to submit a typed version. The spacing must be 1.15 and the font size must be 11arial.
- 9.1.7 Participants are not allowed to change statistical data that is contained within the entered speech, but they are allowed to omit it if they should see the need to do so.
- 9.1.8 No changes may be made to the speech (once submitted).
- 9.1.9 Learners immediately related to the DWS employees and Programme staff at Provincial as well as at the National Office cannot participate in the project unless such details are declared in writing.
- 9.1.10 Referencing: A bibliography should be included at the end the script and submitted with the speech.

- 9.1.11 Direct references should be mentioned in the speech and indirect references should be in the bibliography.
- 9.1.12 For consistency at National Adjudication the Harvard System should be used as referencing.

9.2 Conduct

- 9.2.1 Participants must always display good manners and good conduct.
- 9.2.2 Participants are not allowed to leave the adjudication venue without the knowledge and consent of the responsible Educator and Project Manager.
- 9.2.3 No consumption of any unlawful substances and no unlawful behaviour to be accepted.
- 9.2.4 Evidence of misconduct can lead to disqualification from the adjudication.

9.3 Disqualification

- 9.3.1 Any misconduct observed by delegates at the District, Provincial and National adjudications should be immediately reported to the organising team who will refer it to a set disciplinary committee.
- 9.3.2 Going against the set rules will lead to immediate disqualification of the participant.
- 9.3.3 A routine investigation into the transgression will conclude the disqualification process.
- 9.3.4 Disqualification of the individual will prohibit them from any further progression and participation in the project.

9.4 Adjudications

- 9.4.1 All adjudications in all provinces must be attended by the National Office Team- adjudication schedules must be forwarded to the National Office well in advance.
- 9.4.2 A standard adjudication sheet will be used in all levels of the Public Speaking adjudication.
- 9.4.3 The form of results announcement will be communicated at the beginning of the adjudication.
- 9.4.4 The Chief Adjudicator will be responsible for making sure that the adjudication process is fairly conducted.
- 9.4.5 There must be a minimum of three adjudicators or any odd number of adjudicators on the adjudicating panel with a maximum of seven adjudicators to constitute a valid panel.
- 9.4.6 The Chief Adjudicator will be selected or voted in by the panel on the day before the adjudication event begins.
- 9.4.7 The adjudicators must be provided with the scripts of each team by the Project Manager at least a week before the adjudication takes place.
- 9.4.8 Adjudication at District and Provincial level will be the responsibility of the Public Speaking Provincial Project Manager.
- 9.4.9 The adjudication format at the National Adjudication will be similar to that of the Provincial Adjudication.
- 9.4.10 Adjudicators for the National Adjudication will be the responsibility of the Public Speaking Project Manager at the National office.

- 9.4.11 Sixty percent of the adjudication panel should consist of specialists on the topic and specialists in communication/ public speaking (40%) however in the absence of individuals with such credentials DWS officials and educators will suffice.
- 9.4.12 The adjudicators should declare any vested interest in a provincial delegation.
- 9.4.13 The adjudicators' decision is final.
- 9.4.14 The adjudicators must always render a non-bias approach.

10 Selection of Adjudication Panel

- 10.1 The selection and preparation of the adjudication panel is the responsibility of the organiser of the specific phase of the adjudication. As mentioned earlier, the adjudication panel must consist of sixty percent subject matter or content specialists and forty percent communication or education specialists.
- 10.2 Before the adjudication event can begin the responsible official or Project Manager has to ensure that the adjudication panel is briefed on how to correctly use the adjudication score sheet. Emphasis should be made on the content delivered as well as the ability of the participants to stick to the allocated time.

11 Prizes

- 11.1 District Adjudication
 - No prizes for District Adjudication
- 11.2 **Provincial Adjudication**
 - Certificates will be issued
- 11.3 **National Adjudication**
 - Bursaries
 - Trophies
 - Certificates

12 Provincial Office roles and responsibilities

- Mobilisation of schools to participate.
- Logistical arrangements for the District and Provincial Adjudications.
- Issuing of the indemnity forms to adjudication participants and delegates.
- Workshops in preparation for District, Provincial and National adjudications.
- Informing the National Office of all progress achieved in the project activities through reporting mechanisms.
- Issuing of invitations to the relevant stakeholders for District and Provincial adjudications.

13 National Office roles and responsibilities.

- The National Office will be responsible for consolidating the list of National Adjudication participants and delegates.
- It is responsibility of the National Project Manager to organise the adjudication panel.
- The National Office will be responsible for securing and augmenting the prizes on offer at the National Adjudication.
- Convene Project planning and evaluation meetings.
- Compile the Annual Project Report

CONTACT DETAILS

National Office

Programme Manager	Vukani Mtya Tel: 012 336 7587 Cell: 082 8506 009 mtyav@dws.gov.za
Project Manage	Phakama Ngcanga Tel: 012 336 7879 Cell: 082 8795 096 ngcangap@dws.gov.za

Provincial Offices

Province	Project Manager	Cellphone	e-mail
Eastern Cape	Mzuvukile Kala	083 2710 988	kalam@dws.gov.za
Free State	Kelebogile Saha	073 5821 658	sahak@dws.gov.za
	Moeketsi Sello	076 7359 274	sellom2@dws.gov.za
Gauteng	Reshoketswe Malepe	066 3067 000	malepem@dws.gov.za
Kwa-Zulu Natal	Nathi Zwane	082 889 6872	zwanen@dws.gov.za
Mpumalanga	Sabo Makgaloa	066 4766 513	makgaloas@dw.gov.za
Limpopo	Ngoako Ramonetha	083 627 5916	ramonethan@dws.gov.za
Northern Cape	Jane Maroane	082 908 7894	maroanej@dws.gov.za
North West	Peter Mogosetso	083 655 2636	mogosetsop@dws.gov.za
Western Cape	Ziyanda Ncoko	071 886 4100	ncokoz@dws.gov.za



REGISTRATION FORM

PROVINCE: _____ DISTRICT: _____

SCHOOL: _____

PRINCIPAL: _____ CONTACT NO: _____

EMAIL: _____ FAX: _____

EDUCATOR: _____ CONTACT NO: _____

TEAM MEMBERS:

1 _____ GRADE: _____

2 _____ GRADE: _____

3 _____ GRADE: _____

We hereby acknowledge receipt of the guidelines and understand the rules of the Adjudication. We furthermore confirm that the learners have the required subjects as requested and are at the academical standard as mentioned in the guidelines.

SIGNATURES:

PRINCIPAL: _____ DATE: _____

SGB CHAIR PERSON: _____ DATE: _____

SCHOOL STAMP

OFFICE USE: ACKNOWLEDGE RECEIPT

DEPARTMENT OF EDUCATION: _____
(Name, Surname)

DATE: _____

DEPARTMENT OF WATER & SANITATION: _____
(Name, Surname)

DATE: _____



ANNEXURE B
MEDICAL QUESTIONNAIRE & INDEMNITY





MEDICAL QUESTIONNAIRE & INDEMNITY FORM

- 1 School name: _____
- 2 Name of learner: _____
- 3 Date of birth: _____
- 4 Nature of tour: _____
- 5 Name of parent/Legal guardian: _____
- 6 Home address: _____

- 7 Home telephone: _____
- 8 Work telephone: _____
- 9 Work address: _____

- 10 Do you belong to a medical aid? (X) YES ☐ NO ☐



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Name the fund: _____

Medical aid number: _____

1 Name of family doctor: _____

2 Telephone number: _____

3 Is the child allergic to any food?
(X)

YES

☐

NO

☐

If yes, specify _____

4 Is your child presently taking any
medication? (X)

YES

☐

NO

☐

If so, please give a detailed list of medication and the dosage prescribed

Details of person providing the information

Relationship to learner: _____

Print name: _____

Signature of parent/Legal guardian: _____



PARENTAL TOUR CONSENT FORM

Note: This form to be completed by a parent legal guardian/person acting in parental capacity of learner who will be undertaking a tour.

DETAILS OF LEARNER

Name

School

Grade

DETAILS OF THE SCHOOL

District

Name of school

Name of principal

DETAILS OF TOUR

Destination

Purpose of tour

Proposed departure date

Proposed arrival date

CONSENT BY PARENT / LEGAL GUARDIAN / PERSON ACTING IN PARENTAL CAPACITY

I, _____ (parent / legal guardian / acting in parental capacity) do hereby consent the above learner undertaking the tour, and confirm that I

- 4.1 have been advised and fully understand, the purpose, nature and risks associated with the tour;
- 4.2 have been informed by the school of all the relevant details associated with this tour, including itinerary, arrangements for travel, accommodation, contact details of the tour manager and other associated details;
- 4.3 understand that in the event of accident or injury to above learner that all reasonable steps will be taken by the tour manager to contact me and if I cannot be reached contact my relatives indicated to obtain consent for any necessary emergency medical treatment and/or any emergency medical operation;



ANNEXURE E

RESEARCH PAPER SCORE SHEET
DISTRICT & PROVINCIAL ADJUDICATION
NATIONAL ADJUDICATION



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Name of person	Relationship to the learner	Contact details	
		Home:	
		Work:	
		Cellphone:	
		Fax:	
		Home:	
		Work:	
		Cellphone:	
		E-mail:	
		Fax:	

- 4.4 have completed the medical questionnaire attached to ensure the safety of my child; and
- 4.5 have been provided with a copy of the school's discipline and safety rules in terms of which the learner will undertake the tour.

DETAILS AND SIGNATURE OF PARENT / LEGAL GUARDIAN / PERSON ACTING IN PARENTAL CAPACITY

Name: _____

Capacity: _____

Address: _____

Contact telephone number: _____

Cell number: _____

Signature: _____

Date: _____



SCORE SHEETS

Research Paper Score sheet

District & Provincial Adjudication

National Adjudication

Provincial Public Speaking Adjudication

Research Paper Adjudication Sheet

Province: _____ District: _____
School: _____ Learners: _____
Topic: _____ Grades: _____

Criteria for Judging	Points Awarded	
A Quality of the research and experimentation as evidenced by: objective and reason for performing the research; the clarity in stating the problem; identification of the important variables; originality and ingenuity in the research design, selection of proper equipment for the research task; quantity and quality of data generated by investigative procedures; recognition of the limitations in the accuracy and significance of the results obtained; and the degree to which the data supported the conclusion	/40	
B Evidence of the presenter's understanding of the scientific and technical principles involved in the investigation.	/20	
C Originality in the choice of and in the investigation of the topic and the duration of the project and amount of work involved.	/20	
D The quality of the written report as evidenced by the organization of the paper; the definition of terms when necessary; and the use of acceptable terms and grammar.	/15	
E The acknowledgment of assistance and bibliography. The learner must acknowledge any direct assistance received. As researcher, the learner is neither required nor penalized by the judges for utilizing special advisors or equipment. All references according to Harvard Referencing Style. Examples of areas of assistance which should be acknowledged include: selection of topic of research; planning and/or guiding the course of the research; gathering data, etc.	/5	Final Score
TOTAL MARK	/100	/50

Comments: _____

Adjudicator

Date

Verified



PROVINCIAL PUBLIC SPEAKING ADJUDICATION

Adjudication Sheet

Province: _____ District: _____

School: _____ Learners: _____

Topic: _____ Grades: _____

REBUTTAL SESSION

	Elements to be Evaluated	Score			
Rebuttal	<ul style="list-style-type: none"> Identified clashes Able to structure argument from other speakers points Think critical and able to reason 	/10			
	Sub-total B	/ 20			
	Sub-total C Research paper	/50			
	FINAL SCORES	A = / 80	B = / 20	C = /50	TOTAL / 150
			Final Average		%

Comments:

Adjudicator

Date

Verified

0	Meagre/poor	Skills level is totally inadequate
2	Unsatisfactory	Skills require considerable amount of guidance/practice
4	Average / acceptable	Skills need guidance/exercise
6	Good/ Acceptable	skills level has been reached
8	Above average	Above average skills level has been reached
10	Excellent	Skills are completely mastered



National Public Speaking Adjudication Adjudication Sheet

Province:	_____	District:	_____
School:	_____	Learners:	_____
Topic:	_____	Grades:	_____

Phase: Secondary		Learner/s		
Elements to be Evaluated				
GENERAL IMPRESSION	1 First impression of the speaker Confidence – speech conducted with confidence and stature Enthusiasm – enthusiastic and knows the content of work	/10	/10	/10
	2 Audience participation/interaction Evokes emotional response from audience. Encourages audience participation.	/10	/10	/10
	3 Overall impact Contestant takes an unusual angle on the topic. Content is original; delivery is creative. Content appropriate to audience.	/10	/10	/10
	4 Thoroughness and originality Inclusion of personal experience, practical examples.	/10	/10	/10
	5 Good use of topic Contestant uses the topic effectively, as a golden thread / common theme through the speech.	/10	/10	/10
STRUCTURE AND CONTENT	6 Introduction Attains attention immediately and creates interest. Outlines elements that will be discussed in the presentation.	/10	/10	/10
	7 Structure of presentation and internal consistency Well-organised with introduction, body and conclusion. Central idea remains the 'golden thread'. Easy flow between thoughts and ideas.	/10	/10	/10
	8 Conclusion Main ideas are summarised, rounding off the speech. Use of innovative closing technique	/10	/10	/10



Phase: Secondary		Learner/s		
Elements to be Evaluated				
DELIVERY	9 Presentation: non-verbal communication Emphasis important elements with comfortable & Appropriate gestures and facial expressions. Maintains sufficient eye contact with audience.	/10	/10	/10
	10 Language, grammar and pronunciation Skilful composition. Correct grammar is used. Appropriate word selection. Good pronunciation allowing for comprehension by audience. Use of voice and audibility Tone – variance in tone and speed. Applicable to emotions. Audibility – contestant is clear and audible. Clear and good projection of voice.	/10	/10	/10
	Individual Scores	/100	/100	/100



REBUTTAL & DIALOGUE SESSION

Topic: _____

	Elements to be Evaluated	Score			
Rebuttal	<ul style="list-style-type: none">Identified clashesAble to structure argument from other speakers pointsThink critical and able to reason	/10			
Content	<ul style="list-style-type: none">SuitabilityOriginalityStructureClarity of IdeasInvolvement of topic	/30			
Presentation	<ul style="list-style-type: none">Use of voiceUse of languageDepartmentEngagement with audienceTiming	/10			
Sub-total B		/50			
Sub-total C Research Paper		/50			
FINAL SCORES		A = / 100	B = / 50	C = /50	
					%

Comments: _____

Adjudicator Date Verified

0	Meagre/poor	Skills level is totally inadequate
2	Unsatisfactory	Skills require considerable amount of guidance/practice
4	Average / acceptable	Skills need guidance/exercise
6	Good / Acceptable	skills level has been reached
8	Above average	Above average skills level has been reached
10	Excellent	Skills are completely mastered

ANNEXURE D

HOW TO WRITE A RESEARCH PAPER

To achieve supreme excellence or perfection in anything you do, you need more than just the knowledge. Like the Olympic athlete aiming for the gold medal, you must have a positive attitude and the belief that you have the ability to achieve it. That is the real start to writing an A+ research paper.

STEPS

- 1 CHOOSE A TOPIC
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STEP 1 CHOOSE A TOPIC

Choose a topic which interests and challenges you. Your attitude towards the topic may well determine the amount of effort and enthusiasm you put into your research.

Focus on a limited aspect, e.g. narrow it down from "Religion" to "World Religion" to "Buddhism".

Obtain teacher approval for your topic before embarking on a full-scale research. If you are uncertain as to what is expected of you in completing the assignment or project, re-read your assignment sheet carefully or ASK your teacher.

Select a subject you can manage. Avoid subjects that are too technical, learned, or specialized. Avoid topics that have only a very narrow range of source materials.

STEP 2 FIND INFORMATION

Surf the Net.

For general or background information, check out useful URLs, general information online, almanacs or encyclopedias online such as Britannica. Use search engines and other search tools as a starting point.

Pay attention to domain name extensions, e.g., .edu (educational institution), .gov (government), or .org (non-profit organization). These sites represent institutions and tend to be more reliable, but be watchful of possible political bias in some government sites. Be selective of .com (commercial) sites. Many .com sites are excellent; however, a large number of them contain advertisements for products and nothing else. Network Solutions provides a link where you can find out what some of the other extensions stand for. Be wary of the millions of personal home pages on the Net. The quality of these personal home pages vary greatly. Learning how to evaluate websites critically and to search effectively on the Internet can help you eliminate irrelevant sites and waste less of your time.

The recent arrival of a variety of domain name extensions such as .biz (commercial businesses), .pro, .info (info on products / organizations), .name, .ws (WebSite), .cc (Cocos Island) or .sh (St. Helena) or .tv (Tuvalu) may create some confusion as you would not be able to tell whether a .cc or .sh or .tv site is in reality a .com, a .edu, a .gov, a .net, or a .org site. Many of the new extensions have no registration restrictions and are available to anyone who wishes to register a distinct domain name that has not already been taken. For instance, if Books.com is unavailable, you can register as Books.ws or Books.info via a service agent such as Register.com.

Check out other print materials available in the Library:

- Almanacs, Atlases, AV Catalogues
- Encyclopaedias and Dictionaries
- Government Publications, Guides, Reports
- Magazines, Newspapers
- Vertical Files
- Yellow Pages, Zip or Postal Code and Telephone Directories

Check out online resources, Web based information services, or special resource materials on CDs:

- Online reference materials (including databases, e.g. SIRS, ProQuest, eLibrary, etc.)
- Index to Periodicals and Newspapers (e.g. MagPortal.com, OnlineNewspapers.com, etc.)
- Answers.com - an online dictionary and encyclopaedia all-in-one resource that you can install on your computer free of charge and find one-click answers quickly.
- Encyclopaedias (e.g. Britannica, Canadian Encyclopaedia, etc.)
- Magazines and Journals (e.g. Time, National Geographic, Maclean's, Newsweek, etc.)
- Newspapers (e.g. Los Angeles Times, New York Times, USA Today, The Toronto Star, Vancouver Sun, etc.)
- International Public Library
- Subject Specific software (e.g. discovering authors, exploring Shakespeare, etc.)

Check out public and university libraries, businesses, government agencies, as well as contact knowledgeable people in your community.

Read and evaluate. Bookmark your favourite Internet sites. Printout, photocopy and take notes of relevant information.

As you gather your resources, jot down full bibliographical information (author, title, place of publication, publisher, date of publication, page numbers, URLs, creation or modification dates on Web pages, and your date of access) on your work sheet, printout, or enter the information on your laptop or desktop computer for later retrieval. If printing from the Internet, it is wise to set up the browser to print the URL and date of access for every page. Remember that an article without bibliographical information is useless since you cannot cite its source.

STEP 3 STATE YOUR THESIS

Do some critical thinking and write your thesis statement down in one sentence. Your thesis statement is like a declaration of your belief. The main portion of your essay will consist of arguments to support and defend this belief.

STEP 4 MAKE A TENTATIVE OUTLINE

All points must relate to the same major topic that you first mentioned in your capital Roman numeral.

Example of an outline:

The purpose of an outline is to help you think through your topic carefully and organize it logically before you start writing. A good outline is the most important step in writing a good paper. Check your outline to make sure that the points covered flow logically from one to the other. Include in your outline an INTRODUCTION, a BODY, and a CONCLUSION. Make the first outline tentative.

INTRODUCTION - State your thesis and the purpose of your research paper clearly. What is the chief reason you are writing the paper? State also how you plan to approach your topic. Is this a factual report, a book review, a comparison, or an analysis of a problem? Explain briefly the major points you plan to cover in your paper and why readers should be interested in your topic.

BODY - This is where you present your arguments to support your thesis statement. Remember the Rule of 3, i.e. find 3 supporting arguments for each position you take. Begin with a strong argument, then use a stronger one, and end with the strongest argument for your final point.

CONCLUSION - Restate or reword your thesis. Summarize your arguments. Explain why you have come to this particular conclusion.

STEP 5 ORGANIZE YOUR NOTES

Organize all the information you have gathered according to your outline. Critically analyze your research data. Using the best available sources, check for accuracy and verify that the information is factual, up-to-date, and correct. Opposing views should also be noted if they help to support your thesis. This is the most important stage in writing a research paper. Here you will analyze, synthesize, sort, and digest the information you have gathered and hopefully learn something about your topic which is the real purpose of doing a research paper in the first place. You must also be able to effectively communicate your thoughts, ideas, insights, and research findings to others through written words as in a report, an essay, a research or term paper, or through spoken words as in an oral or multimedia presentation with audio-visual aids.

Do not include any information that is not relevant to your topic, and do not include information that you do not understand. Make sure the information that you have noted is carefully recorded and in your own words, if possible. Plagiarism is definitely out of the question. Document all ideas borrowed or quotes used very accurately. As you organize your notes, jot down detailed bibliographical information for each cited paragraph and have it ready to transfer to your Works Cited page.

Devise your own method to organize your notes. One method may be to mark with a different color ink or use a hi-liter to identify sections in your outline, e.g., IA3b - meaning that the item "Accessing WWW" belongs in the following location of your outline:

Group your notes following the outline codes you have assigned to your notes, e.g., IA2, IA3, IA4, etc. This method will enable you to quickly put all your resources in the right place as you organize your notes according to your outline.

STEP 6 WRITE YOUR FIRST DRAFT

Start with the first topic in your outline. Read all the relevant notes you have gathered that have been marked, e.g. with the capital Roman numeral I.

Summarize, paraphrase or quote directly for each idea you plan to use in your essay. Use a technique that suits you, e.g. write summaries, paraphrases or quotations on note cards, or separate sheets of lined paper. Mark each card or sheet of paper clearly with your outline code or reference, e.g., IB2a or IIC, etc.

Put all your note cards or paper in the order of your outline, e.g. IA, IB, IC. If using a word processor, create meaningful filenames that match your outline codes for easy cut and paste as you type up your final paper, e.g. cut first Introduction paragraph and paste it to IA. Before you know it, you have a well organized term paper completed exactly as outlined.

If it is helpful to you, use a symbol such as "#" to mark the spot where you would like to check back later to edit a paragraph. The unusual symbol will make it easy for you to find the exact location again. Delete the symbol once editing is completed.

STEP 7 REVISE YOUR OUTLINE AND DRAFT

Read your paper for any content errors. Double check the facts and figures. Arrange and rearrange ideas to follow your outline. Reorganize your outline if necessary, but always keep the purpose of your paper and your readers in mind.

- 1 Is my thesis statement concise and clear?
- 2 Did I follow my outline? Did I miss anything?
- 3 Are my arguments presented in a logical sequence?
- 4 Are all sources properly cited to ensure that I am not plagiarizing?
- 5 Have I proved my thesis with strong supporting arguments?
- 6 Have I made my intentions and points clear in the essay?

Re-read your paper for grammatical errors. Use a dictionary or a thesaurus as needed. Do a spell check. Correct all errors that you can spot and improve the overall quality of the paper to the best of your ability. Get someone else to read it over. Sometimes a second pair of eyes can see mistakes that you missed.

- 1 Did I begin each paragraph with a proper topic sentence?
- 2 Have I supported my arguments with documented proof or examples?
- 3 Any run-on or unfinished sentences?
- 4 Any unnecessary or repetitious words?
- 5 Varying lengths of sentences?
- 6 Does one paragraph or idea flow smoothly into the next?
- 7 Any spelling or grammatical errors?
- 8 Quotes accurate in source, spelling, and punctuation?
- 9 Are all my citations accurate and in correct format?
- 10 Did I avoid using contractions? Use "cannot" instead of "can't", "do not" instead of "don't"?
- 11 Did I use third person as much as possible? Avoid using phrases such as "I think", "I guess", "I suppose"
- 12 Have I made my points clear and interesting but remained objective?
- 13 Did I leave a sense of completion for my reader(s) at the end of the paper?



STEP 8 TYPE FINAL PAPER

All formal reports or essays should be typewritten and printed, preferably on a good quality printer.

Read the assignment sheet again to be sure that you understand fully what is expected of you, and that your essay meets the requirements as specified by your teacher. Know how your essay will be evaluated.

Proofread final paper carefully for spelling, punctuation, missing or duplicated words. Make the effort to ensure that your final paper is clean, tidy, neat, and attractive.

Aim to have your final paper ready a day or two before the deadline. This gives you peace of mind and a chance to triple check. Before handing in your assignment for marking, ask yourself: "Is this the VERY BEST that I can do?"

ANNEXURE G

HARVARD REFERENCING STYLE

HARVARD REFERENCING QUICK GUIDE

What is referencing?

Referencing is a system used in the academic community to indicate where ideas, theories, quotes, facts and any other evidence and information used to undertake an assignment, can be found.

Why do I need to reference my work?

- 1 To avoid plagiarism, a form of academic theft.
- 2 Referencing your work correctly ensures that you give appropriate credit to the sources and authors that you have used to complete your assignment.
- 3 Referencing the sources that you have used for your assignment demonstrates that you have undertaken wide-ranging research in order to create your work.
- 4 Referencing your work enables the reader to consult for themselves the same materials that you used.

What do I need to reference?

All the information that you have used in your assignment will need to be acknowledged. It is essential to make a note of all the details of the sources that you use for your assignment as you go along.

The Basics

Harvard is known as the Author & Date system:

- 1 Citations in the text of your assignment should be made following the in-text guidelines given in the examples on the following pages.
- 2 A complete list of all the citations used in your text will need to be provided at the end of your assignment. This is called your reference list or bibliography and needs to be presented in alphabetical author/originator order.

Capitals

Harvard is not prescriptive about capitalisation of authors' names in your reference list. If you do wish to use capitals, then the family surname of authors are only capitalised in this reference list and not in the body of your work. If you prefer not to use capitals in this list, that is fine, but you must be consistent in the style you decide to use.

Italics & Underlining

Only the title of the source of information is italicised or underlined, but you should choose only one method throughout your assignment and stick to it! Do not use both italics and underlining.

Punctuation

Harvard has no one true style of punctuation so the generally accepted rule (BS ISO 690:2010) is to be consistent with your style of punctuation throughout the whole of your assignment.

Type of resource	Format	Bibliography Example	In text example
Book (1 author)	FAMILY/SURNAME, Initials. (Publication year in brackets) <i>Book title - italicised or underlined</i> . Series title and volume if applicable. Edition – if not the first. Place of publication: publisher.	NEVILLE, C. (2010) <i>The Complete Guide to Referencing and Avoiding Plagiarism</i> . 2nd Ed. Maidenhead: Open University Press.	Neville (2010) argues that... "Quotation" (Neville, 2010, p.76)
Book (2 to 3 authors)	FAMILY/SURNAME, Initials., FAMILY/SURNAME, Initials. and FAMILY/SURNAME, Initials. (Publication year in brackets) <i>Book title - italicised or underlined</i> . Series title and volume if applicable. Edition – if not the first. Place of publication: Publisher	BRADBURY, I., BOYLE, J. and MORSE, A. (2002) <i>Scientific Principles for Physical Geographers</i> . Harlow: Prentice Hall. Note: Use either "and" or "&" between authors' names as dictated by the book's own presentation.	Bradbury, Boyle and Morse (2002)... As noted by Bradbury, Boyle and Morse (2002) "Quotation" (Bradbury, Boyle and Morse, 2002, p.51)
Book (4 or more authors)	It is discretionary as to whether you list all authors and also whether you use 'et al.' or 'and others' as below: FAMILY/SURNAME, Initials. et al. or and others. (Publication year in brackets) <i>Book title - italicised or underlined</i> . Series title and volume if applicable. Edition – if not the first. Place of publication: Publisher.	CAMPBELL, N. A. et al. (2008) <i>Biology</i> . 8 th Ed. London: Pearson.	(Campbell et al., 2008).... "Quotation" (Campbell et al., p.76)

Type of resource	Format	Bibliography Example	In text example
Book (Editor/s)	FAMILY/SURNAME, Initials. (ed.) or (eds.) – in brackets for editor(s). (Publication year in brackets) <i>Book title - italicised or underlined</i> . Series title and volume if applicable. Edition – if not the first. Place of publication: Publisher.	FONTANA-GIUSTI, G. (ed.) (2008) <i>Designing Cities for People: Social, Environmental and Psychological Sustainability</i> . London: Earthscan.	(Fontana-Giusti, 2008)
Chapter in an edited book	FAMILY/SURNAME, Initials of the author writing the chapter. (Publication year in brackets) Title of chapter. In: FAMILY/SURNAME, Initials. of author or editor of book (ed.) or (eds.). <i>Book title - italicised or underlined</i> . Series title and volume if applicable. Edition – if not the first. Place of publication: Publisher.	MARSHALL, W. A. (1975) The Child as a Mirror of his Brain's Development. In SANTS, J. & BUTCHER, H. J. (eds.). <i>Development Psychology</i> . Aylesbury, Bucks: Hazell Watson & Viney Ltd.	As noted by Marshall (1975).... "Quotation" (Marshall, 1975, p.76)
Corporate authors (groups, committees, companies)	Includes publications by Government departments, Committees: COUNTRY. NAME OF ISSUING BODY. (Year of publication in brackets) <i>Title of publication – in italics or underlined</i> . Place of publication: Publisher. (Report Number – if applicable in brackets).	GREAT BRITAIN. DEPARTMENT OF ENERGY. (1977) <i>Tidal Power Barrages in the Severn Trent Estuary: Recent Evidence on their Feasibility</i> . London: H. M.S. O. (Energy Papers 23)	The Great Britain Department of Energy (1977) concluded that... "Quotation" (Great Britain, Department of Energy, 1977, p.12)
E-Book	FAMILY/SURNAME, Initials. (Publication year in brackets) <i>Book title - italicised or underlined</i> . [Online] Series title and volume if applicable. Edition – if not the first. Place of publication: Publisher. Available from – URL. [Accessed: date].	SADLER, P. (2003) <i>Strategic Management</i> . [Online] Sterling, VA Kogan Page. Available from: http://www.netlibrary.com/reader/ . [Accessed: 6 th May 2012].	Sadler (2003) argues that..... "Quotation" (Sadler, 2003, p.18)

Type of resource	Format	Bibliography Example	In text example
Films [DVD], [VHS], [Blu-ray Disc]	<i>Title - in italics or underlined.</i> (Year of distribution in brackets) Material type. Directed by – name of director(s). [Format of source in square brackets] Place of distribution: Distribution company.	<i>Chicken Run.</i> (2000) Animated Film. Directed by Peter Lord and Nick Park. [VHS] UK: Pathe Distribution. <i>Requiem for a Dream.</i> (2000) Film. Directed by Darren Aronofsky. [DVD] UK: Momentum Pictures.	If you refer to a film in the body of your work, the title will need to be underlined or placed in italics: ...the animation movement (<i>Chicken Run</i> , 2000) ...this is highlighted by Harry's character in the film <i>Requiem for a Dream</i> (2000).
Journal article (electronic/online)	If you are referencing a journal from an online database service which is password accessible only i.e. EBSCO you can shorten the URL to the home page of the database service. If you are accessing a journal article directly and for free from the internet, you will need the entire URL. Author(s) of article's FAMILY/SURNAME, Initials. (Publication year in brackets) Title of article. <i>Title of journal - italicised or underlined.</i> [Online in square brackets] Name of Database the article is from if appropriate. Volume number (Part number/month in brackets). p. followed by the page numbers of the article. Available from: URL. [Accessed: followed by the date viewed in square brackets].	WILSON, J. (1995) Enter the Cyberpunk librarian: future directions in cyberspace. <i>Library Review</i> . [Online] Emerald Database 44 (8). p.63-72. Available from: http://www.emeraldinsight.com . [Accessed: 30 th January 2012].	Wilson (1995) argues that..... "Quotation" (Wilson, 1995, p.66)

Type of resource	Format	Bibliography Example	In text example
Journal article (printed)	Author(s) of article's FAMILY/SURNAME, Initials. (Publication year in brackets) Title of article. <i>Title of journal - italicised or underlined.</i> Volume number (Part number/month in brackets). p. followed by the page numbers of the article.	TREFTS, K. & BLACKSEE, S. (2000) Did you hear the one about Boolean Operators? Incorporating comedy into the library induction. <i>Reference Services Review</i> . 28 (4). p.369-378.	Trefts and Blacksee (2000) argue that.... "Quotation" (Trefts and Blacksee, 2000, p.376)
Newspaper (online)	Author(s) of article's FAMILY/SURNAME, Initials. (Publication year in brackets) Title of article. <i>Title of Newspaper - italicised or underlined.</i> [Online in square brackets] Name of Database article is from if appropriate. Day and month of the article. Page number of the article if applicable. Available from: URL. [Accessed: followed by the date viewed in square brackets].	RANDERSON, J. (2008) Researchers find fish that can count up to four. <i>The Guardian</i> . [Online] 26 th February. p.14. Available from: http://theguardian.co.uk . [Accessed: 22 nd May 2012].	Randerson (2008) argues that..... "Quotation" (Randerson, 2008, p.14)
Website	Author of website FAMILY/SURNAME, Initials or WEBSITE name if no author is available. (Year - in brackets) <i>Title of website in italics or underlined.</i> Any numbers if necessary or available if website is part of a series. [Online in square brackets] Available from: URL. [Accessed: followed by date in square brackets].	BBC NEWS. (2008) <i>Factory gloom worst since 1980</i> . [Online] Available from: http://news.bbc.co.uk/1/hi/business/7681569.stm . [Accessed: 19 th June 2012].	...as reported by the BBC (2008) "Quotation" (BBC, 2008)

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