

## Grade 9 Life Orientation Worksheet

### Dietary influences

Economic studies have shown how income and food costs determine food selections. The cost of food often means that 'healthy food' or 'socially desired food' and even 'favourite-tasting food' cannot be the major consideration when shopping for food for the family.

It is because of this reason that many families in South Africa suffer from malnutrition. Malnutrition means that your body is starved of essential nutrients.

#### Activity 1: Brainstorm dietary influences

Write a story about the lives of two young teenagers who come from different economic backgrounds.

Compare their lives in terms of where and how they live, the food they eat and their access to clean water supply. Both children have unhealthy diets.

Your story should be at least 1 full page in length.

Your teacher will assess your writing using the rubric below.

Criteria	Level 4 Outstanding 15 to 20 marks	Level 3 Achieved 10 – 14 marks	Level 2 Partially achieved 7 – 9 marks	Level 1 Not achieved 1 – 7 marks
<b>Content 10 marks</b>	<ul style="list-style-type: none"> <li>There is evidence of planning.</li> <li>The topic has been well interpreted.</li> <li>There is an engaging introduction.</li> <li>The ideas in the story are original and well developed.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>The essay is related to the topic.</li> <li>There is an adequate conclusion.</li> <li>Some of the ideas in the story are original.</li> <li>There is an adequate conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>Essay partly off topic.</li> <li>The introduction is not fully developed.</li> <li>Few original ideas.</li> <li>The conclusion is not fully developed. [3, 4 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of planning.</li> <li>The essay is off the topic.</li> <li>The introduction is missing or irrelevant or uninteresting.</li> <li>The ideas are irrelevant or uninteresting.</li> </ul>

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	<ul style="list-style-type: none"> <li>There is a logical appropriate conclusion. [8 - 10 marks]</li> </ul>	[5 – 7 marks]		<ul style="list-style-type: none"> <li>The conclusion is missing or irrelevant. [1, 2 marks]</li> </ul>
<b>Language and vocabulary</b> 5 marks	<ul style="list-style-type: none"> <li>Sentences vary in length and structure.</li> <li>There are only 1 or 2 spelling errors.</li> <li>The vocabulary is varied and appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Sentences could have been more varied.</li> <li>There are fewer than 4 spelling and grammar errors.</li> <li>The vocabulary is adequate for the purpose. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentences.</li> <li>Fewer than 10 spelling and grammar errors.</li> <li>The vocabulary is not always adequate. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are monotonous.</li> <li>More than 15 grammar and spelling errors.</li> <li>The vocabulary is not appropriate or too basic. [1 mark]</li> </ul>
<b>Style</b> 5 marks	<ul style="list-style-type: none"> <li>The story is the correct length.</li> <li>The style and format of the story are appropriate.</li> <li>The tone and register are appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The story is less than one page in length.</li> <li>There are one or two style errors.</li> <li>There are some errors in tone and register. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The story is too long or too short.</li> <li>There are several style and format errors.</li> <li>There are many errors in tone and register. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The story is far too long or too short.</li> <li>The style and format are not appropriate to the topic.</li> <li>The tone and register are not appropriate. [1 mark]</li> </ul>

### Activity 2: Reading and questions

- Divide into groups of 4 – 6 learners per group.
- Choose one of the stories from Activity 1 to use as your reference.

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c) Decide as a group what changes can be made to the children's diets, based on their economic situations. What advice will you offer both of the teenagers?

(Tip: Include advice on growing essential vegetables.)

d) Present your conclusion to the rest of the class in the form of a role-play activity.

Your teacher will assess your contribution to the group activity using the following checklist.

Description	Yes	No
1. Did the learners discuss the changes that could be made to the children's diets?		
2. Did they discuss the advice they could offer?		
3. Did the learners take part in the role-play?		
4. Did the learners interact with the audience?		
5. Did the learners speak clearly?		
6. Did the learners change their voices to suit the role (if required)?		
7. Did the learners use body language and facial expressions to help the audience understand their roles?		
8. Did the learners use language that fits the role?		
9. Was the role-play well planned?		
10. Did the learners get into the role of the people they were portraying?		
11. Was the role-play on the correct topic?		
12. Was the dietary advice clear?		
<b>Assign two marks for every 'Yes' answer.</b>	<b>Total marks: 12 × 2 = 24</b>	

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### Suggested Solutions

Task number	Possible marks	Solution
1	20	See rubric 1 in Appendix of Assessment Tools.
2	24	See checklist 2 in Appendix of Assessment Tools.

### 1. Rubric to assess creative writing

Criteria	Level 4 Outstanding 15 to 20 marks	Level 3 Achieved 10 – 14 marks	Level 2 Partially achieved 7 – 9 marks	Level 1 Not achieved 1 – 7 marks
<b>Content 10 marks</b>	<ul style="list-style-type: none"> <li>There is evidence of planning.</li> <li>The topic has been well interpreted.</li> <li>There is an engaging introduction .</li> <li>The ideas in the story are original and well developed.</li> <li>There is a logical appropriate conclusion. [8 - 10 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>The essay is related to the topic.</li> <li>There is an adequate conclusion.</li> <li>Some of the ideas in the story are original.</li> <li>There is an adequate conclusion. [5 – 7 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning.</li> <li>Essay partly off topic.</li> <li>The introduction is not fully developed.</li> <li>Few original ideas.</li> <li>The conclusion is not fully developed. [3, 4 marks]</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of planning.</li> <li>The essay is off the topic.</li> <li>The introduction is missing or irrelevant or uninteresting.</li> <li>The ideas are irrelevant or uninteresting.</li> <li>The conclusion is missing or irrelevant. [1, 2 marks]</li> </ul>
<b>Language and vocabulary 5 marks</b>	<ul style="list-style-type: none"> <li>Sentences vary in length and structure.</li> <li>There are</li> </ul>	<ul style="list-style-type: none"> <li>Sentences could have been more varied.</li> <li>There are</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentences.</li> <li>Fewer than 10 spelling</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are monotonous .</li> <li>More than</li> </ul>

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	<p>only 1 or 2 spelling errors.</p> <ul style="list-style-type: none"> <li>The vocabulary is varied and appropriate. [4, 5 marks]</li> </ul>	<p>fewer than 4 spelling and grammar errors.</p> <ul style="list-style-type: none"> <li>The vocabulary is adequate for the purpose. [3 marks]</li> </ul>	<p>and grammar errors.</p> <ul style="list-style-type: none"> <li>The vocabulary is not always adequate. [2 marks]</li> </ul>	<p>15 grammar and spelling errors.</p> <ul style="list-style-type: none"> <li>The vocabulary is not appropriate or too basic. [1 mark]</li> </ul>
<p><b>Style</b> <b>5 marks</b></p>	<ul style="list-style-type: none"> <li>The story is the correct length.</li> <li>The style and format of the story are appropriate.</li> <li>The tone and register are appropriate. [4, 5 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The story is less than one page in length.</li> <li>There are one or two style errors.</li> <li>There are some errors in tone and register. [3 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The story is too long or too short.</li> <li>There are several style and format errors.</li> <li>There are many errors in tone and register. [2 marks]</li> </ul>	<ul style="list-style-type: none"> <li>The story is far too long or too short.</li> <li>The style and format are not appropriate to the topic.</li> <li>The tone and register are not appropriate. [1 mark]</li> </ul>

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### 2. Checklist to assess group activity

Description	Yes	No
1. Did the learners discuss the changes that could be made to the children's diets?		
2. Did they discuss the advice they could offer?		
3. Did the learners take part in the role-play?		
4. Did the learners interact with the audience?		
5. Did the learners speak clearly?		
6. Did the learners change their voices to suit the role (if required)?		
7. Did the learners use body language and facial expressions to help the audience understand their roles?		
8. Did the learners use language that fits the role?		
9. Was the role-play well planned?		
10. Did the learners get into the role of the people they were portraying?		
11. Was the role-play on the correct topic?		
12. Was the dietary advice clear?		
<b>Assign two marks for every 'Yes' answer.</b>	<b>Total marks: <math>12 \times 2</math> = 24</b>	