

## Grade 7 Life Orientation Worksheet

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### Environment, pollution 3

Read the following:

Our health is affected by what we eat and drink, the air we breathe and the way we live. The way we have treated our environment has caused many diseases, hunger, and a generally unhealthy life for people, plants and animals.

Solutions include:

- improving the environment by protecting animals and plants
- meeting the need for food
- protecting forests, lakes and rivers
- cleaning up polluted air and water
- helping make our world a better place for all.

Excerpt from Mail & Guardian online. <http://www.mg.co.za/>

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### Vaal River pollution a 'crisis', says scientist

**NATASHA MARIAN**, JOHANNESBURG, SOUTH AFRICA - Nov 20 2007 15:18

Pollution of the Vaal River has reached crisis proportions, an environmental scientist said on Tuesday.

Claudia Holgate described the sewerage spills running into the Vaal River as "a crisis" at a meeting near Sasolburg, held by Save the Vaal Environment, an environmental NGO.

The meeting at the Vaal River Barrage Reservoir was held to focus the government's attention on "non-performing government departments" responsible for the "ecological disaster" at the Vaal River.

High levels of faecal pollution were found in the water as well as parasites such as Giardia, which can cause diarrhoea, and Cryptosporidium, which can cause cryptosporidiosis, a mild gastrointestinal disease.

"I say it is a crisis because anyone drinking the water, anyone watering their cabbages with the water, any livestock drinking the water could be affected ... it affects all animal life from insects up to otters and birds.

"Because of the loss of biodiversity, we will have to do something now," said Holgate.

However, senior engineer from the Department of Water Affairs and Forestry Hugh Sessens said that providing a long-term solution to the spillage problem at the Vaal would take about six years.

"It is not something one can do quickly," he said.

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### Activity 1

After having read the information above, discuss the problem as a group.

Your teacher will assess your participation in the discussion using the following checklist.

<b>Observation checklist</b>	
<b>Name:</b>	<b>Date:</b>
<b>Criteria: Does the learner:</b>	
Wait for a pause before s/he interrupts a speaker?	
Interrupt a speaker in a polite way?	
Listen to and respond to the speaker's point of view?	
Support points with which s/he agrees?	
Disagree with points politely and constructively?	
Give reasons to support his or her own judgements?	
Make a point clearly using appropriate voice volume?	
Make eye contact with people to whom s/he is speaking?	
Show positive body language?	
Make notes to assist with remembering points made by others?	
Comments for improvement:	

### Activity 2

Next, compile a report detailing the following: (each person must complete their own report)

- The environmental health problem identified in the community
- The causes of the environmental health problem
- The effects of the problem
- The health issues associated with this problem
- How can this problem be addressed / possible solutions?
- How do you think this problem will affect the community in the long term?

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Follow the guidelines provided below:

## **Report writing format**

Your report should contain the headings below in bold (if typed) and underlined (if handwritten). The section between the 'Introduction' and 'Conclusion' forms the main body of your report.

### **Title**

### **Summary**

Summarise the main points, main conclusions and recommendations. Keep your summary short. (Although your summary appears below the title, you should write it last.)

### **Introduction**

State the problem you are investigating. State the purpose of your report.

### **Problem and theory**

Explain the problem you are investigating. Explain any theory that applies to the problem. Define your key concept(s).

### **Method and results**

Explain the method(s) you are using to obtain your result. State what your results are. Include any tables, diagrams and graphs you may be using to record your results.

### **Discussion**

Assess your results. (E.g.: State whether you obtained the results you had set out to obtain. State whether further investigations are necessary.)

### **Conclusion**

Summarise your results. Explain the importance of your results. Make recommendations about how solutions can be found to the problem you investigated.

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Your teacher will assess your report using the following rubric:

Criteria					Marks
<b>Function of banks [Marks out of 5 for each function explained]</b>	<b>The learner understands and can explain five functions of banks. [5 marks]</b>	<b>The learner understands and can explain four functions of banks. [4 marks]</b>	<b>The learner understands and can explain three functions of banks. [3 marks]</b>	<b>The learner understands and can explain one function of banks. [1-2 marks]</b>	
<b>Information on Mzansi account [Marks out of 5 for each fact explained]</b>	The information is complete, offering a full explanation of how the account benefits South Africans who could not participate in banking before. Five or more facts explained. [5 marks]	The information is almost complete, offering a good explanation of how the account benefits South Africans who could not participate in banking before. Four facts explained. [4 marks]	The information is incomplete and offers a partial explanation of how the account benefits South Africans who could not participate in banking before. Three facts explained. [3 marks]	The information is incomplete and does not explain how the account benefits South Africans who could not participate in banking before. Two or fewer facts explained. [1-2 marks]	
<b>Format of report [Marks out of 5]</b>	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
<b>Language use in report [Marks out of 5]</b>	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
<b>Total marks out of 20:</b>					

**Level 4: 15–20 marks (70–100%) – Outstanding**

**Level 3: 10–14 marks (50–69%) – Achieved**

**Level 2: 7–9 marks (35–49%) – Partially achieved**

**Level 1: 1–7 marks (1–34%) – Not achieved**

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## Suggested Solutions

Use the checklist and rubric in the Appendix of Assessment Tools to assess learners' work.

### Appendix of Assessment Tools

#### Discussion observation checklist

<b>Name:</b>	<b>Date:</b>
<b>Criteria: Does the learner:</b>	
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Interrupt a speaker in a polite way?	
Listen to and respond to the speaker's point of view?	
Support points with which s/he agrees?	
Disagree with points politely and constructively?	
Give reasons to support his or her own judgements?	
Make a point clearly using appropriate voice volume?	
Make eye contact with people to whom s/he is speaking?	
Show positive body language?	
Make notes to assist with remembering points made by others?	
Comments for improvement:	

#### Rubric for assessing report

Criteria					Marks
<b>Function of banks [Marks out of 5 for each function explained]</b>	The learner understands and can explain five functions of banks. [5 marks]	The learner understands and can explain four functions of banks. [4 marks]	The learner understands and can explain three functions of banks. [3 marks]	The learner understands and can explain one function of banks. [1-2 marks]	
<b>Information on Mzansi account [Marks out of 5 for each fact]</b>	The information is complete, offering a full explanation of how the account benefits South Africans who could not	The information is almost complete, offering a good explanation of how the account benefits South Africans who	The information is incomplete and offers a partial explanation of how the account benefits South Africans who could not	The information is incomplete and does not explain how the account benefits South Africans who could not participate in	

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<b>explained]</b>	participate in banking before. Five or more facts explained. [5 marks]	could not participate in banking before. Four facts explained. [4 marks]	participate in banking before. Three facts explained. [3 marks]	banking before. Two or fewer facts explained. [1-2 marks]	
<b>Format of report [Marks out of 5]</b>	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
<b>Language use in report [Marks out of 5]</b>	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
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