

# Grade 8 Life Orientation Worksheet

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## Healthy lifestyles

### Activity 1: Discussion about lifestyles that will prevent disease

Nowadays, more and more people are becoming fat and obese. And more people are considered overweight due to their improper eating habits. Overconsumption of sugar and carbohydrates leads people to suffer from diabetes and other diseases. This is only one of the ways in which we develop an unhealthy lifestyle and risk shortening our lives or developing diseases.

As part of a class discussion, brainstorm the following topic:

“What type of lifestyle will prevent disease?”

Keep note of the discussion for the following activities.

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

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of a healthy lifestyle?		
4	Keep to the topic under discussion?		
5	Disagree with points politely and constructively?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
<b>2 marks for every 'yes' answer: 20 total</b>			

## Grade 8 Life Orientation Worksheet

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### Activity 2: Draw a mind map based on the discussion (Individual activity)

Following the above class discussion, draw up a mind map based on the results of the discussion. Do this task on your own. Your teacher will assess your mind map using the checklist below.

Criteria: Has the learner:	Yes	No
1. Written the main idea clearly in the middle of the page, within a frame?		
2. Used branching lines to connect the main heading with key words of the important points about the topic?		
3. Used further branching lines to connect these keywords with other key words or subheadings?		
4. Understood the main ideas of decision-making?		
5. Connected all ideas with lines?		
6. Set out the mind map neatly and clearly?		
7. Written labels neatly?		
8. Spelled labels correctly?		
9. Ensured that the content of the mind map is accurate and reflects the main points of healthy living?		
10. Used colours to make the mind map clearer?		
<b>Assign two marks for every 'Yes' answer.</b>	<b>Total marks: <math>10 \times 2 = 20</math></b>	

## Grade 8 Life Orientation Worksheet

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### Activity 3: Write own notes about healthy eating

Prepare a series of short notes based on the mind map in the second activity.  
 Your teacher will assess your notes using the following rubric.

Score	Criteria
<b>Outstanding</b> <b>15 - 20</b>	The notes start with a topic sentence. The notes deal very well with the topic of healthy living. The notes are based on the mind map. The notes are logical and coherent. Relevant supporting examples are provided. The notes end with a short conclusion. There are only one or two spelling and grammatical errors.
<b>Achieved</b> <b>10 - 14</b>	The notes deal reasonably well with the topic of healthy living. The notes are loosely based on the mind map. The notes are coherent. Some relevant examples are provided. There are about three or four spelling and grammatical errors.
<b>Partially achieved</b> <b>7 - 9</b>	The notes touch on the topic of healthy living. There is some connection to the mind map. There are a few relevant examples. There are between five and ten spelling and grammatical errors.
<b>Not achieved</b> <b>1 – 7 marks</b>	The learner has not dealt adequately with the topic of healthy living. There is no connection to the mind map. The notes are incoherent. No relevant examples are provided. There are more than ten spelling and grammatical errors.

## Grade 8 Life Orientation Worksheet

### Activity 4: Write an essay based on the notes

Using your mind map and your notes as a basis, write an essay on the topic. Your essay should be between one and two pages in length. Make sure that you plan your essay well before starting to write it. Take a look at the rubric below to see how your teacher will be assessing your essay.

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 – 6 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 essay are original and well developed.</li> <li>• There is a logical appropriate conclusion.</li> </ul> <p>[8 - 10 marks]</p>	<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 essay are original.</li> <li>• There is an adequate conclusion.</li> </ul> <p>[5 – 7 marks]</p>	<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.</li> </ul> <p>[3, 4 marks]</p>	<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.</li> </ul> <p>[1, 2 marks]</p>
<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>

## Grade 8 Life Orientation Worksheet

	<ul style="list-style-type: none"> <li>only 1 or 2 spelling errors.</li> <li>The vocabulary is varied and appropriate.</li> </ul> <p>[4, 5 marks]</p>	<ul style="list-style-type: none"> <li>fewer than 4 spelling and grammar errors.</li> <li>The vocabulary is adequate for the purpose.</li> </ul> <p>[3 marks]</p>	<ul style="list-style-type: none"> <li>and grammar errors.</li> <li>The vocabulary is not always adequate.</li> </ul> <p>[2 marks]</p>	<ul style="list-style-type: none"> <li>15 grammar and spelling errors.</li> <li>The vocabulary is not appropriate or too basic.</li> </ul> <p>[1 mark]</p>
<b>Style 5 marks</b>	<ul style="list-style-type: none"> <li>The essay is the correct length.</li> <li>The style and format of the essay are appropriate.</li> <li>The tone and register are appropriate,</li> </ul> <p>[4, 5 marks]</p>	<ul style="list-style-type: none"> <li>The essay 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.</li> </ul> <p>[3 marks]</p>	<ul style="list-style-type: none"> <li>The essay 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.</li> </ul> <p>[2 marks]</p>	<ul style="list-style-type: none"> <li>The essay 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.</li> </ul> <p>[1 mark]</p>

# Grade 8 Life Orientation Worksheet

## Suggested Solutions

Item number	Possible marks	Solution
1	20	See checklist 1 in the Appendix of Assessment Tools.
2	20	See checklist 2 in the Appendix of Assessment Tools.
3	20	See checklist 3 in the Appendix of Assessment Tools.
4	20	See rubric 4 in the Appendix of Assessment Tools.

## Appendix of assessment tools

### 1. Checklist to assess participation in the group discussions

Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of a healthy lifestyle?		
4	Keep to the topic under discussion?		
5	Disagree with points politely and constructively?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
<b>2 marks for every 'yes' answer: 20 total</b>			

### 2. Checklist to assess the mind map

Criteria: Has the learner:	Yes	No
1. Written the main idea clearly in the middle of the page, within a frame?		
2. Used branching lines to connect the main heading with key words of the important points about the topic?		
3. Used further branching lines to connect these keywords with other key words or subheadings?		
4. Understood the main ideas of decision-making?		
5. Connected all ideas with lines?		
6. Set out the mind map neatly and clearly?		
7. Written labels neatly?		
8. Spelled labels correctly?		

## Grade 8 Life Orientation Worksheet

9. Ensured that the content of the mind map is accurate and reflects the main points of healthy living?		
10. Used colours to make the mind map clearer?		
<b>Assign two marks for every 'Yes' answer.</b>		<b>Total marks: <math>10 \times 2 = 20</math></b>

### 3. Holistic rubric to assess notes

Score	Criteria
<b>Outstanding 15 - 20</b>	The notes start with a topic sentence. The notes deal very well with the topic of healthy living. The notes are based on the mind map. The notes are logical and coherent. Relevant supporting examples are provided. The notes end with a short conclusion. There are only one or two spelling and grammatical errors.
<b>Achieved 10 - 14</b>	The notes deal reasonably well with the topic of healthy living. The notes are loosely based on the mind map. The notes are coherent. Some relevant examples are provided. There are about three or four spelling and grammatical errors.
<b>Partially achieved 7 - 9</b>	The notes touch on the topic of healthy living. There is some connection to the mind map. There are a few relevant examples. There are between five and ten spelling and grammatical errors.
<b>Not achieved 1 – 7 marks</b>	The learner has not dealt adequately with the topic of healthy living. There is no connection to the mind map. The notes are incoherent. No relevant examples are provided. There are more than ten spelling and grammatical errors.

## Grade 8 Life Orientation Worksheet

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### 4. Rubric to assess essay

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 – 6 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 essay are original and well developed.</li> <li>• There is a logical appropriate conclusion.</li> </ul> <p>[8 - 10 marks]</p>	<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 essay are original.</li> <li>• There is an adequate conclusion.</li> </ul> <p>[5 – 7 marks]</p>	<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.</li> </ul> <p>[3, 4 marks]</p>	<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.</li> </ul> <p>[1, 2 marks]</p>
<b>Language and vocabulary 5 marks</b>	<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</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</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</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</li> </ul>

## Grade 8 Life Orientation Worksheet

	is varied and appropriate. [4, 5 marks]	vocabulary is adequate for the purpose. [3 marks]	is not always adequate. [2 marks]	is not appropriate or too basic. [1 mark]
<b>Style 5 marks</b>	<ul style="list-style-type: none"> <li>• The essay is the correct length.</li> <li>• The style and format of the essay are appropriate.</li> <li>• The tone and register are appropriate,</li> </ul> <p>[4, 5 marks]</p>	<ul style="list-style-type: none"> <li>• The essay 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.</li> </ul> <p>[3 marks]</p>	<ul style="list-style-type: none"> <li>• The essay 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.</li> </ul> <p>[2 marks]</p>	<ul style="list-style-type: none"> <li>• The essay 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.</li> </ul> <p>[1 mark]</p>