

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
MARKING GUIDELINES**

SECTION A SHORT QUESTIONS

QUESTION 1

- 1.1 Rotten teeth
 Diabetes
 Obesity
 High cholesterol
 High blood pressure
 Heart disease
 Possibly cancer (4)
- 1.2 These foods are marketed as healthy foods and are not considered sugary foods. (2)
- 1.3 To make food more tasty.
 As a preservative.
 Using the addictive quality, to ensure consumers buy again. (2)
- 1.4 Personal intervention: a conscious action taken by an individual to deal with his/
 her own substance abuse.
 Social intervention: a conscious action by government or another organization to
 deal with substance abuse in society. (2)
- 1.5 Both are addictive.
 Both have negative health consequences.
 Public exposed to both, prior to knowledge of negative consequences being
 known.
 Both marketed as desirable.
 Any other appropriate response. (4)

[14]

QUESTION 2

- 2.1 Sugar is added to most foods without us being aware of it or able to taste it necessarily. (2)
- 2.2 2.2.1 Government agencies AND the public (who, at the very least have an obligation to participate in policy/law making as per our participatory democracy). (2)
- 2.2.2 Slogan must appeal to the youth, be brief and should highlight the dangers of diet high in added sugar. (2)
- 2.3 They want to ensure that the market for sugar continues growing. (2)
- [8]**

QUESTION 3

- 3.1 Sugary drinks are an indulgence (naughty), similar to chocolate, alcohol, tobacco. (2)
- 3.2 Produce their own vegetables.
Any other appropriate answer. (2)
- 3.3 Increased healthcare costs borne by the state.
Increased absenteeism from work because of illness.
Children unable to concentrate in school and learn effectively.
Any other appropriate response. (4)
- [8]**

QUESTION 4

- 4.1 Distances between farms.
Resistance from farmers.
Difficulty with communication.
Any other appropriate response. (2)
- 4.2 Decent wages.
Basic benefits.
Protection from exploitation.
Controlled working hours.
Paid leave.
Maternity leave.
Health and safety regulations.
Any other appropriate response. (2)
- 4.3 Some farms may not treat workers properly or according to law. (2)
- 4.4 Yes – long hours of work, probably no pay, interference with education, no freedom of choice. (2)
- 4.5 Not buy sugar as a product.
Research farming practices of various brands.
Create and activist awareness.
Any other appropriate response. (2)
- [10]**

40 marks

SECTION B DISCURSIVE ESSAY

Health implications: foods high in sugar have a negative impact on the health of individuals. Can lead to obesity; diabetes; high cholesterol; high blood pressure and cancer (Source 1). This can impact on the living standard of individuals.

'Public health crisis'.

The brain can become addicted to sugar.

Society does not have mechanisms in place, unlike other substances that are addictive, to intervene and assist those addicted to sugar.

An anti-sugar revolution is necessary to protect the health of individuals in society and ensure that state institutions, such as hospitals and doctors, etc. are not strained.

Need for transparency: businesses involved in the sugar industry keep consumers in the dark about the amount of sugar added in foods and the negative health implications. (Source 2) An anti-sugar revolution is necessary to ensure that government and civil society organisations put pressure on businesses involved in the sugar industry to make them more responsible in publishing the amount of added sugar and health implications of their products.

Production: an anti-sugar revolution needs to occur to push consumers to support ethical sugar production. Consumers need to put pressure on these corporations and countries where sugar is produced to pass legislation to protect workers and their families.

Food producers need to be pressured into ensuring that focus is on affordable and healthy food choices for the poor. Government policies are required to disincentivise unhealthy food production (sugar tax). Advertising of sugary foods to children controlled. Siting of fast food outlets near schools not allowed.

Arguments against the statement:

1. Freedom to choose: consumers should not be governed by legislation. They have the right to choose to eat as much sugar as they please, just as consumers have the right to drink alcohol or smoke cigarettes. They are responsible for their own health. By giving government too much power over food production, many may feel that the government may start abusing their power elsewhere.
2. Freedom as consumers: a Fairtrade sugar revolution, as part of the anti-sugar revolution, is not necessary in a capitalist society. Production should not be regulated by government. Fairtrade sugar is also more expensive. This puts the cost on the consumer. Consumers are not responsible for the way in which workers are treated – this is for government and unions to do.

Learners may choose to support or argue against the statement; or they may argue that, to a certain extent, an anti-sugar revolution is necessary.

30 marks

Total: 70 marks

CRITERIA	MARKS	LEVEL
A clear position has been adopted and focus is consistent throughout the essay. The argument is thought-provoking, insightful and offers a unique 'own voice' perspective by drawing of appropriate, detailed and specific example to prove the learner's viewpoint. The examples have been seamlessly integrated into the argument. The argument is skilfully sustained and wholly convincing. It is crisply and clearly expressed.	30 29 28 27	7+
A clear position has been adopted and focus is consistent throughout most of the essay. The argument is thorough and logically developed with a range of appropriate, specific examples to support the learner's viewpoint. The examples have been clearly integrated into the argument. The argument is mostly sustained and largely convincing. It is clearly expressed.	26 25 24	7
A clear position is evident within the argument. Learner focuses on question, however, there may be some lapses. The argument is clear, has substance and is logically developed with a range of mostly relevant, specific examples to support the learner's viewpoint. The argument is sustained with minor lapses in logic OR relevance, but is largely convincing. It is clearly expressed in most places.	23 22 21	6
A clear position is taken by the learner. Lapses in focus and/or implied focus in places. The argument is evident and some relevant, specific examples are provided in an effort to support the learner's viewpoint. The examples are not always successfully integrated into argument. The learner has made an effort to unpack the issues but these require further development. The focus of the argument tends to deviate and may lack logic. It is adequately expressed.	20 19 18	5
The learner has attempted to adopt a position. The focus on the question tends to be thin rather than substantive. The argument is superficial and examples provided are vague and generalised in places. The argument lacks focus and is poorly sustained. The expression is sometimes awkward but the learner can communicate his/her ideas.	17 16 15	4
The learner's position is vague or unclear. There is no distinct argument present although examples have been provided in an attempt to answer the question. There is evidence of repetition of ideas. Argument lacks focus, cohesion and logic. The expression is clumsy and may impact upon the overall meaning that the learner is trying to communicate.	14 13 12	3
No position is provided by the learner. Argument is implied; learner does not explicitly address the question. The response provides some examples but these are not linked to the question. The response is narrative and the examples are repetitive. Expression is flawed and prevents the learner from communicating his/her ideas.	11 10 9	2
There is no connection to the question and the ideas that are provided are irrelevant. Examples are haphazard and serve no purpose. Expression is often incomprehensible and may be unintelligible.	0 – 8	1