

DEPARTMENT OF EDUCATION



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

LANGUAGE, LITERACY AND COMMUNICATION (LLC) ENGLISH PRIMARY LANGUAGE

Common Tasks for Assessment (CTA)

Grade 9

2005

LEARNER'S BOOK



Time: 5 hrs



Marks: 100



No. of pages: 22

INTRODUCTION

PHASE ORGANISER: Economy and development

PROGRAMME ORGANISER: CONSUMERISM

Sub-topics:

- How can I learn from successful people?
- Tolerance of diversity in unifying a community
- How can I clarify my perspective by considering other people's contexts and motives?
- How can we learn and grow from the contributions of others?

FOCUS: Becoming aware of product imaging, marketing and sales

OVERVIEW					
Task	Activity	SO	Marks	Time	Type
1	Contextualization	SO 1	20	60 minutes	Individual plus Teacher-led discussion
2	Investigation and functional writing	SO 2 + 4	20	90 minutes	Group plus Individual
3	Spoken text and poster	SO 2, 4 + 7	25	90 minutes	Group
4	Response to text and extended writing	SO 1 + 3	35	60 minutes	Individual

CONTEXT

This unit aims to help you explore the concepts of branding and marketing. You will become aware of product imaging, marketing and sales. Ultimately, it will make you aware of the world of consumerism.

- This CTA must be completed within 5 hours, and may be spread over a number of days and even extend to homework periods.
- Answer in your own exercise book or in the way agreed upon between you and your teacher.
- You will do some of the activities yourself and others in pairs or groups. You may consult others or ask for help. In the end, you must be able to justify all your answers.
- Remember at all times that it is very important to **read the instructions carefully**.

The CTA provides a number of oral, reading and written activities that allow you to demonstrate your language and communication ability.

There are **four main tasks**:

- Task 1: Contextualization
- Task 2: Investigation and Report Writing
- Task 3: Spoken Text and Poster
- Task 4: Response to Text and Extended Writing

Each of these tasks has one or more activities. You will be assessed on some of these activities. Others will help you prepare for the assessment tasks.

TASK**1****CONTEXTUALIZATION****Time: 60 min****Marks: 20**

TYPE OF ACTIVITY: Individual written response
Teacher-led discussion

RESOURCES: An article by Adele Shevel (adapted)

FORM OF ASSESSMENT: Peer assessment

PURPOSE

The purpose of this task is for you to be able to

- test your knowledge of some words which are used in advertising and selling.
- use the passage to find clues to help you work out definitions.

**Time: 30 min****Marks: 0**

- Do this exercise on your own.
- Do not use a dictionary.

Read the passage below. It is from an article in the 'Sunday Times' (21 November 2004). On a TV show hosted by American property giant, Donald Trump, two teams had to compete to sell cases of a new kind of bottled water.

WATER, WATER EVERYWHERE

Yet it can be sold in bottles at a profit.

- 1 A few decades ago, the thought of paying for bottled water was unheard of: today it's a billion-dollar industry, and growing.
- How to sell a product for which there is no obvious need – after all, water is available virtually free through the public water system – was the business task in this week's episode
- 5 of *The Apprentice* (a reality TV show being run by Donald Trump).
- Priniven Pillay, deputy strategy director at advertising agency TBWA Hunt Lascaris, says brands don't have an actual tangible existence.
- 8 'I don't think anyone's ever bought a bottle of water. You can get that out of a tap.

PEOPLE BUY THE IDEA

- 9 'They've bought the idea: that this is a more refined way of getting essential fluid. Actually, bottled water isn't always purer.
- 'Brands exist as a set of values and connections in the heads of consumers.

13 'People buy the products not just for themselves but for what the products represent or stand for.'

15 Pillay feels that 'if you have a quality product and a price that is good, after that it comes down to the actual experience of buying'.

He says the consumer can be influenced by the personal charm of the salesperson or by the buying experience.

'All things being equal, that's the game breaker. A person will buy from the people who made him feel better.'

20 Roger Gauntlett, marketing manager for beverages at Coca-Cola Southern and East Africa, says the sale of bottled water is a unique category.

23 'Like oxygen, water is needed by everyone. And, like the air we breathe, it's readily available, often free.'

MAP OUT AN APPROACH

24 Gauntlett says that to establish a brand, you first have to identify and understand your target market.

He explains: 'Once you understand the different consumer groups, you can identify whether the product has any unique features which would interest these consumers – does the water come from a particular source, does it come from a historic place?'

Evian, for instance, positioned itself as coming from a pristine source high in the Alps.

30 In South Africa, Valpré is positioned as 'untouched by man'.

DECIDE WHAT APPEALS TO PEOPLE

31 One way, says Gauntlett, is to focus on the intrinsic qualities of the product – the mineral make-up of the water, or its pH level.

Alternatively, appeal not to logic but to the ego; what the product will do for the consumer's image.

35 Gauntlett says research shows that some people won't drink bottled water at home, when they are alone, but will choose it in public, where they are more aware of their image.

Thirdly, you could use the fact that some people are fussy about safety, because they think that the quality of tap water is a problem.

Or it could just be something which is very convenient – a handy container on days when

40 you won't be near a tap.

A fifth way in is to remember that others buy bottled water because they think it is good for their health. 'It says you take your health and wellness seriously, and you're doing something good for your body,' says Gauntlett.

43

FIND OUT WHO WANTS IT

So how would he direct the sale of Trump's new water?

45 'Distribution is critical. The first thing I'd do is say, "What opportunities are there to get my distribution right?"

'This leads to the product's market trial, and then, if the product is good enough, the consumer adopts it.'

He would find opportunities to sell within sections of the Trump empire – such as the hotels

50 – where barriers to new product entry could be easily removed.

DO YOUR RESEARCH

52 The second task would be to gather as much research as possible about Donald Trump as a brand. 'Then I would think about the type of person who wants to BE Trump and agrees with his vision.' He would do a profile of a Trump groupie and list the likes and dislikes of this imagined person.

- 55 'You either love Trump or you hate him – focus your efforts on those who love him,' Gauntlett says.
For example, find out how the water will benefit someone living a high-pace lifestyle. 'I'd emphasise the role of the water in preventing dehydration in the business environment.
60 'The body needs constant hydration to allow the brain to operate effectively. Dehydration leads to memory loss and low energy.
'You could create your own special niche that makes you different from the clutter of other brands.'
Trump has his own lessons in marketing: 'Never beg when you're trying to sell a product. You'll never sell through the begging route.'
65 And, as Trump's aide George says: 'You wanna sell to somebody, you gotta learn as much as possible before you meet them – what do they do, where do they go?'

Adapted from an article by Adele Shevel

In answering the questions use your own words to check your understanding of the definitions.

1. There are 5 words underlined in the passage: 'brands' (line 11); 'products' (line 12); 'consumer' (line 16); 'target market' (line 25); and 'Distribution' (line 45).
Give your own definition of each of these underlined words. (10)

2. Lines 31 – 43 contain Gauntlett's advice to people who want to start out in the bottled-water market, giving a list of five points. State what these five main points are. Start each point with the words: 'You could focus on...' In other words, you should write out a clear list of instructions. (5)

3. Gauntlett talks about Trump's new bottled water. He says you must work out the characteristics of a Trump 'groupie' (line 53), and then create a 'niche' (line 61) for the water. Read the text carefully for clues and then answer the questions below:
 - 3.1 What is a 'groupie'?
 - 3.2 What special suggestion does Gauntlett have about Trump's water?
 - 3.3 What does he mean by a 'niche'? (5)

(Total 20 marks)



ACTIVITY 1.2: Teacher-led discussion



Time: 30 min



Marks: 20

Method

- Your teacher will work through the answers with you as a group, after which you will be ready to move on.
- During the discussion, you will mark the work of one of your peers.
- You must assess the answers as follows:

Question 1

My peer

- understands the concepts.
- can explain the concepts clearly.
- uses good language skills, e.g. grammar, style, etc.

Question 2

My peer

- can pick up the main ideas and summarise them in his/her own words.
- can write the main ideas down in point-form.

Question 3

My peer

- can pick out a key point (3.2).
- can define 'niche' and 'groupie' clearly.

N.B. It is very important to do this task properly as it contextualizes the whole CTA. You will need the information you have learnt in this task to effectively complete Task 3.

TASK**2****INVESTIGATION AND FUNCTIONAL WRITING****Time: 90 min****Marks: 20**

RESOURCES: Texts in Learner's Book

FORM OF ASSESSMENT: Formal assessment

It is important that the activities are done thoroughly as they form the background for the tasks that follow.

PURPOSE

The purpose of this task is for you to

- produce a report in accordance with the given criteria.
- apply your knowledge of language structures.
- gather, select and synthesise relevant and appropriate information.
- demonstrate your understanding of the function, purpose and style of a report.

**Time: 30 min****Marks: 5**

GROUP WORK: 3 – 5 learners in a group

1. Imagine that your group is an advertising agency that has been approached by Company X, who has decided to bottle water from a local spring.
2. Company X wishes to target more than just one type of consumer, and, in order to do that, needs to establish the current trends in marketing bottled water. Company X has asked you to investigate and compile a report.
3. As part of your investigation, you decide to look at the bottles and labels of some of the products already available. You want to find out **what type of consumer** is being targeted by the different bottling companies. To do this, you must identify what image is being created and what desires are being appealed to in the way the bottled water is packaged.
4. In your group, **design and complete a table** that will enable you to compare the designs of the bottles and labels, and the information given on the labels of the products. (See the Addendum.)

Focus areas for the investigation:

- Names of the products: what kind of water is being sold under the labels? (sparkling or still; flavoured or unflavoured)
- Contents of the bottle: how much information is given about the bottle's contents? How scientific is the information? How prominently is that information displayed?
- Source of the water: What kind of information is given about the source? Is it factual or emotive or both? How prominently is that information displayed?
- The shape of the bottle: Are all the shapes similar? Is there a specific shape you prefer?
- Other visual features on the label: Are the fonts used eye catching? Is the name of the company or brand or product prominent? Are there any other graphics and endorsement logos? (e.g. SANBWA)

Steps to follow:

1. Underline the key words in the focus areas given above to decide what headings to use in your table.
2. Make sure that you have identified what information you need in order to draw up the table.
3. Select the information and organise it into the table so that you can look for similarities and differences.
4. Check that the information filled in on the table is accurate and relevant to what you want to do.



Time: 60 min

Marks: 15

INDIVIDUAL WORK

Use the information obtained from the table you created in Activity 1 to write a **report** of 200 – 250 words on the focus area that has been assigned to you.

Use some of the following questions to help you write your report:

1. What product is being advertised?
2. Who are the people marketing the product?
3. Which group of people is the product aimed at?
4. What is the source of the product?
5. What are the contents of the product?
6. How are the bottles shaped?
7. What are the other eye-catching features?

Below is a sample report on the use of colour in the packaging of the bottled water.

SAMPLE REPORT

Use of colour

If you compare the colours used in the packaging of bottled water you find that the dominant colour used is blue.

Most of the bottles are tinted in a range of blues from the pale aqua blue of the *Woolworths* bottle to the navy blue tinted plastic of the *Valpré* and *Herb Aqua Kidz* bottles. The *Evian* bottle is the exception, as it is clear plastic, which serves to emphasise the purity of the water. The label of the *Evian* bottle is also distinctive in that its dominant colours are pink and white. This creates the image of youthfulness and would attract an older consumer who fears growing old.

The *Karoo* bottle has an almost 'greeting card' appeal for the tourist, with the text written in golden brown letters against a navy blue background, while the name and the stars sparkle in white.

The plain silver *Woolworths* label with a few golden bubbles brings to mind the image of champagne, and appeals to an older female consumer who is conscious of quality.

The navy blue of the *Valpré* bottle, label and top creates a clean, classic and businesslike image, which will appeal to an adult male or female consumer who is conscious of appearing decisive.

The light green lids of the *Bonaqua* and *aQuellé* bottles fit in well with the green stream graphic on the *Bonaqua* label and the narrow green bands on the *aQuellé* label. While the green colour indicates that the water is flavoured with lime and/or lemon, it also brings a younger, more fun look to the bottles and will appeal to teenagers or to the consumer who wants to feel younger and more energetic.

The more serious-looking dark blue tint of the *Herb Aqua Kidz* contrasts with the colourful label. The contents of the bottle are intended for children, but the marketing appeal is to the caring parent, so the colours are quite sophisticated – silver, dusty rose, yellow and various shades of powder blue.

TASK**3****SPOKEN TEXT****Time: 90 min****Marks: 25****RESOURCES:**

Reports and answers from Tasks 1 and 2

TYPE OF ACTIVITY:Poster - Advertisement
Oral Presentation - Advertisement**FORM OF ASSESSMENT:**Draft Poster
Spoken Text**PURPOSE**

The purpose of this task is for you to

- demonstrate a clear understanding of the link between creating an image and targeting a particular type of consumer.
- create an interesting, innovative and effective packaging and advertisement for the product.
- use packaging (picture, label or product) and other material effectively to emphasise or illustrate a point during the advertisement.
- keep body language convincingly professional and confident.
- use a tone and register appropriate to the image and to the type of consumer being targeted.

**Time: 30 min****Marks: 10**

GROUP WORK: 3 – 5 learners

As the advertising agency which did the investigation in Task 2, create a draft poster to advertise and market a bottled water product.

- a) Decide what kind of bottled water you will be working with.
- b) Use what you have learnt about branding and marketing a product from Task 1 and Task 2 in order to decide on the following:
 - What type of consumer you want to target
 - What image you want to create or what desire you want to appeal to
 - The name of the product
 - What factual information you will include on the label
 - What emotive (or 'affective') information you will include
 - The shape or form of the packaging
 - The colour and design of the label or packaging

- How to display the information: what should be given prominence, and what has to be included but should be unobtrusive
- c) Draft the poster and provide a key explaining how your choice of words and visual elements (use of colour, shape, font) are intended to target your audience. The poster does not have to be a finished product, but should give an indication of what will be displayed, and how and where. You could use colour swatches or a collage to get the idea across. Attach the key to the poster. You could use arrows that extend from the key onto the poster to indicate the various elements.

The assessment will be based on how well the group does the following:

- Demonstrates a clear understanding of the link between creating an image and targeting a particular type of consumer
- Creates an interesting, innovative and effective packaging and advertisement for the product
- Uses visual elements effectively to emphasise or illustrate a point



Time: 60 min

Marks: 15

GROUP WORK: 3 – 5 learners

In your group, create and present an advertisement to market the bottled water product from Activity 1.

- You can repeat elements and ideas that you used in the draft poster.
- Make sure that the content, pace, register and tone you use are appropriate to your target audience.
- Present the advertisement to the class.
Time: 45 – 60 seconds

The assessment will be based on how well the group does the following:

- Presents an interesting, innovative and effective advertisement for the product
- Uses voices and sound effects effectively and convincingly in the advertisement
- Demonstrates a clear recognition of the register and tone required for the type of consumer being targeted
- Keeps body language convincingly professional and confident

TASK**4****RESPONSE TO TEXT****Time: 60 min****Marks: 35****RESOURCES:**

Text in Learner's Book

TYPE OF ACTIVITY:

Individual written activity

FORM OF ASSESSMENT:Response to text
Extended writing**PURPOSE**

The purpose of this task is for you to

- understand the question / provide the complete answer.
- express the answer clearly, using the right grammatical forms and good sentence structure.
- show originality / insight where relevant.
- provide opinions and substantiate with evidence / data.

**Time: 35 min****Marks: 15**

1	Trudge. Slop. Trudge. Slop. Hanging from each of my hands is a huge bucket. And each bucket is too full.
5	The way my skeleton is put together is wrong for this job. I'm skinny as a pole. I'm just 14 and have now graduated to the biggest size of bucket. In a way it's a badge of honour, a signal that I'm knocking on the door of adulthood. But, in fact, the open mouth of the bucket gapes so widely that, if I hang my arms straight down from my bony shoulders, then the bucket angles up, bashes against my dusty legs and the water just sloshes out onto my calves and feet. So what I'm forced to do is to dangle huge weights from thin arms hooked outwards and bent to form two awkward arches. Wrong design.
10	The winding path down from my home to the river is probably only 2 kilometres long, but on cold mornings it feels as if it's at least twice that distance. My fingers freeze into tight claws as I grip the flimsy handles, which cut into my blue hands. The earth has a sheen of frost sometimes and I slither and slip on the sandy path and rocks.
15	But if the chill is bad, things are a lot worse when it's hot. Then I feel as if I weigh about 90kg instead of my 40kg. Then the sweat pours off me. I pant. The trip takes three times longer. And the water seems to be evaporating as I look at it.
20	The pool in the river bed where we scoop out the water seems to seep away in the hot months, and I'm scared that one day it will be gone – just drained away – leaving behind only a bit of wrinkled sand.

25	<p>All the water carriers fill their containers too full. It's a daily competition. If it's too full, then the water slops out. Fact. But every tiny sip or drop is precious. Fact. So ... you push the odds. Try for volume and see if today you can reach home with just that much more.</p>
30	<p>Of course, there are those who have big water bottles with screw-on lids but these containers also spit water out around the screw-tops. And they're hard to fill up. There are the lucky ones who manage to put a stick across their shoulders and hang buckets from either end like the guys you see in those old Dutch pictures. But I can't do the stick thing. The containers slip off, my precious water falls to the ground – and I'm in too much of a hurry to work on this. It's buckets or bust for me!</p>
35	<p>So, the very first time that I drag home the two adult-sized buckets, I sit outside our small hut and look far away over the small hills. I stare out to where I almost can't be sure about what I am seeing any more. And I see the tiny pinpricks of lights from the little settlement over there. And I close my eyes and picture shiny taps and gleaming basins. I think of the bathtubs and the</p>
40	<p>flush toilets.</p> <p>And I know why they say that water is the lifeblood of a country. I've seen people out here just dry up without water. And it is as if their blood is being sucked out of them.</p>
45	<p>And I look back into the gloom inside – at my sister, who is wiping her sandy body with a small damp rag, and at my granny, who is just wetting her dry lips with a finger dipped in water, and at the small pot on the paraffin stove with just enough water to cover the small heap of rice, and I decide quite suddenly that I know what I am going to do with my life.</p>
50	<p>I am just 14 and I decide that I will make it my job to find ways of getting water up into the tiny dark mud homes. Buckets with wheels on, pipes under the ground, pipes above the ground ... I don't care what. Raincatchers. Trucks with water on board. Motorbikes with water carriers. Water in bags. Water.</p> <p>Water – lifeblood.</p> <p style="text-align: right;">Unpublished source</p>

1. Give this text a suitable title. Write two sentences to explain why you have chosen this title. (3)
2. The writer describes the buckets as being very heavy. Quote one word from the text that expresses this clearly. (1)
3. This piece tells you things about the writer and the place where the writer lives. If you were asked to draw a picture of the writer **or** of the landscape **or** of the writer's home, say which one you would be able to draw best. Give three bits of information you have that would help you. (3)
4. Refer to lines 1 – 15. Identify two figures of speech used in these lines. Quote the two examples and say what types of figures of speech are used. (4)
5. What have you learned about the character of the narrator – the kind of person he or she is? Name two different qualities, and support your answers by giving evidence from the text in your own words. (4)



ACTIVITY 4.2: Extended writing



Time: 25 min



Marks: 20

Select one of the four topics provided to write a 250 – 300 word essay.

Steps to follow:

1. Plan your essay using a spider diagram, mind map or list of concept words.
2. Write a rough draft.
3. Ask one of your peers to read over your rough draft and suggest how it could be improved.
4. Write your final draft for presentation to your teacher.

In the essays you will be assessed on your ability to

- write originally on a topic in a way that is interesting to read. (8)
- organise and structure your writing and develop and sustain a strong argument using good examples or justifications to motivate your reasoning OR develop and sustain a fictional character, situation or environment. (8)
- use grammatical and language structures appropriately and to good effect with a wide range of interesting vocabulary. (4)

1.

Water and me

Here's what Gcinaphi Dlamini wrote when she was at school at Waterford Kamhlaba:

Wet Weekends? I love 'em. Don't you feel remarkably safe in the warm cocoon of your bed, hearing the gurgle of water draining away and the constant sound of rain against the window?

[English Alive 1985]

Write a piece about water in your life. Your writing should be personal and reflective. The water could be what you drink, bath or shower in, swim in or, as in Gcinaphi's case, what rains on you. You might have a love/hate relationship with it. Your writing should make it clear what you feel about water. Your reader will learn things about YOU as well.

2.

I would like to sell you a...

Choose something unusual which you want to market. Your product could be something such as bottled air or jars of sand; it could be a service such as babysitting. It should be something unusual – a new niche idea.

Imagine you are taking your idea to the manager of a company called “Innovative Ideas”. You know that, if your idea is worth supporting, you will win start-up funding of R10 000.

Prepare the introductory speech that you will give to get him/her interested in your idea. Remember that this is only the introduction. You want to intrigue the listener but you don't yet need to give all the operational details. You are marketing an idea. Have fun!

3.

Need versus Greed

“Many of the modern developments that are supposed to improve the quality of life are controlled by greedy people. High costs mean that those who are needy suffer.”

Choosing one of the subjects below, write either

- an argumentative essay

- State whether you agree or disagree with the statement given above.
- Give your argued reasons supporting your point of view.

OR

- a discursive essay

- Discuss the statement.
- Give your considered opinion.

Medicine
Drinking water

Telecommunication
Transport

Housing

4.

I must have a...

In a humorous way, explain why it is that you simply have to have a certain branded product.

Addendum

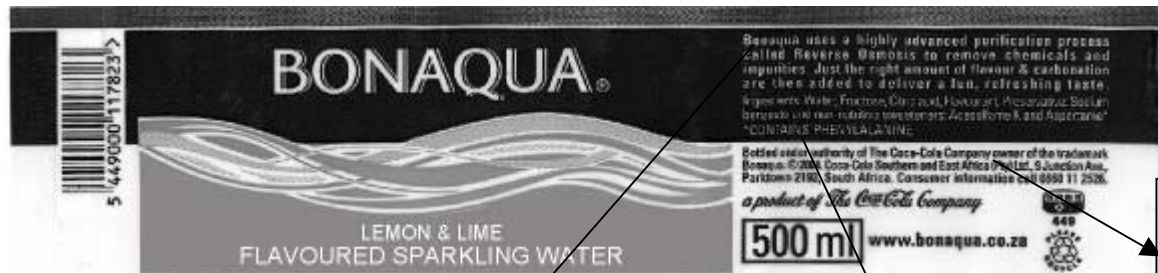


Copy of actual label

Pristine mineral water drawn from a natural underground source blended with a fruity flavour. Pure refreshment. Taste the difference!

Bottled at a SANBWA approved source in KwaZulu-Natal

Carbonated mineral water, Fructose, Citric acid, Nature identical flavourants, Sodium Benzoate to preserve freshness, Non-nutritive sweetener (Sodium cyclamate/Aspartame*/Acesulfame K), Vitamin C.
*Contains phenylalanine.



Copy of actual label

Bonaqua uses a highly advanced purification process called Reverse Osmosis to remove chemicals and impurities. Just the right amount of flavour & carbonation are then added to deliver a fun, refreshing taste.

Bottled under authority of The Coca-Cola Company owner of the trademark Bonaqua. © 2004. Coca-Cola Southern and East Africa (Pty) Ltd., 9 Junction Ave., Parktown 2193, South Africa. Consumer information call 0860 11 2526

Ingredients: Water, Fructose, Citric acid, Flavourant, Preservative: Sodium benzoate and non-nutritive sweeteners: Acesulfame K and Aspartame*
*CONTAINS PHENYLALANINE



Evian is pure spring water that has **naturally** filtered through the heart of the **French Alps** capturing the **unique balance of minerals** that makes each bottle of **Evian** your very own **fountain of youth**.

Recyclable: Check to see if facilities exist in your area.

Natural Spring Water From the French Alps

Mineral Composition p.p.m. (mg/l)

Calcium	78	Bicarbonates	357
Magnesium	24	Sulfates	10
Silica	14	Chlorides	4
		Nitrates (N)	1

Neutrally balanced pH = 7.2
Dissolved solids @ 180°C: 309 p.p.m. (mg/l)

NUTRITION FACTS

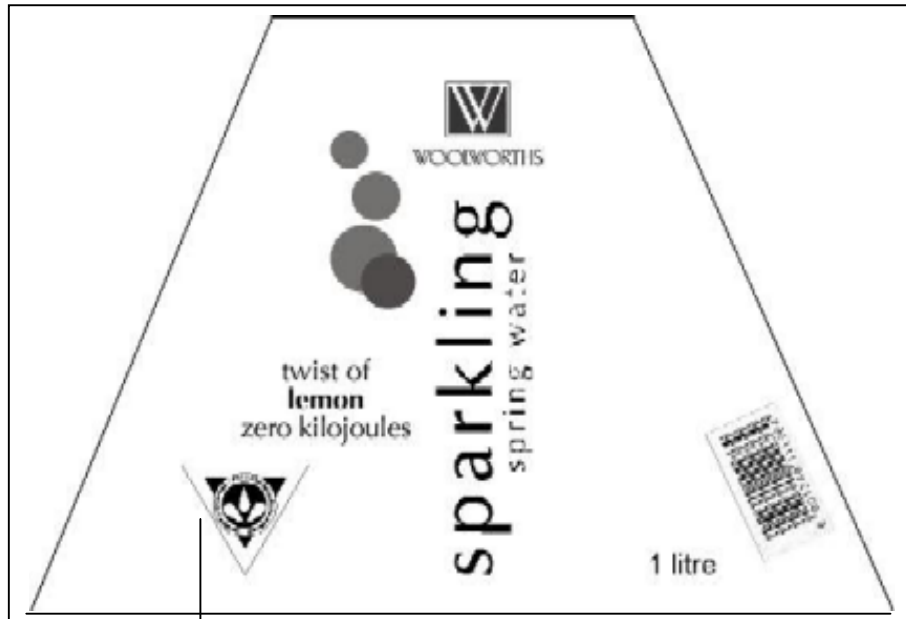
Serving Size 1 bottle

Calories 0
Not a significant source of calories from fat, saturated fat, cholesterol dietary fibre, sugars, vitamin C and iron.

*Percent Daily Values are based on a 2,000 calorie diet.

SODIUM FREE	
Amount/serving	% Daily Value*
Total Fat 0g	0%
Sodium Less than 5mg	0%
Total Carbohydrate 0g	0%
Protein 0g	
Calcium 4% • Magnesium 3%	

BOTTLED BY S.A. EVIAN CO., AT EVIAN 74503 FRANCE.
A COMPANY OF THE DANONE GROUP
SOURCE: CACHAT SPRING, EVIAN FRANCE.
PRODUCT OF FRANCE
Do not refill
For information call: 1-800-633-3363 evian.com
evian is a registered trademark of Société Anonyme des Eaux Minérales d'Evian



Representation of front of label

dedicated to conservation – involving and educating the community

Bottled at source
in the Franschhoek mountains

INGREDIENTS
Carbonated Spring Water,
Natural flavourant.

**Typical analysis of natural
spring water**

Sodium	15 mg/l
Calcium	3.5 mg/l
Potassium	1.2 mg/l
Magnesium	1.8 mg/l
Chloride	19 mg/l
Sulphate	1.1 mg/l
Nitrate	1.8mg/l
Total dissolved solids	75 mg/l

NUTRITION INFORMATION		
Average values	per 100 ml	% RDA*
Energy	0.0 kJ	
Protein	0.0 g	
Carbohydrate	0.0 g	0.0 %
Total fat	0.0 g	
Total dietary fibre	0.0 g	
Sodium	6 mg	

* RDA = Recommended Dietary Allowance for individuals 13 years and older

SPECIALLY BOTTLED FOR WOOLWORTHS (PTY) LTD., REGD.
HEAD OFFICE, 93 LONGMARKET STREET, CAPE TOWN, SOUTH AFRICA.
CONSUMER HELP LINE – 0860 022 002 www.woolworths.co.za PRODUCT OF THE RSA

Representation of back of label

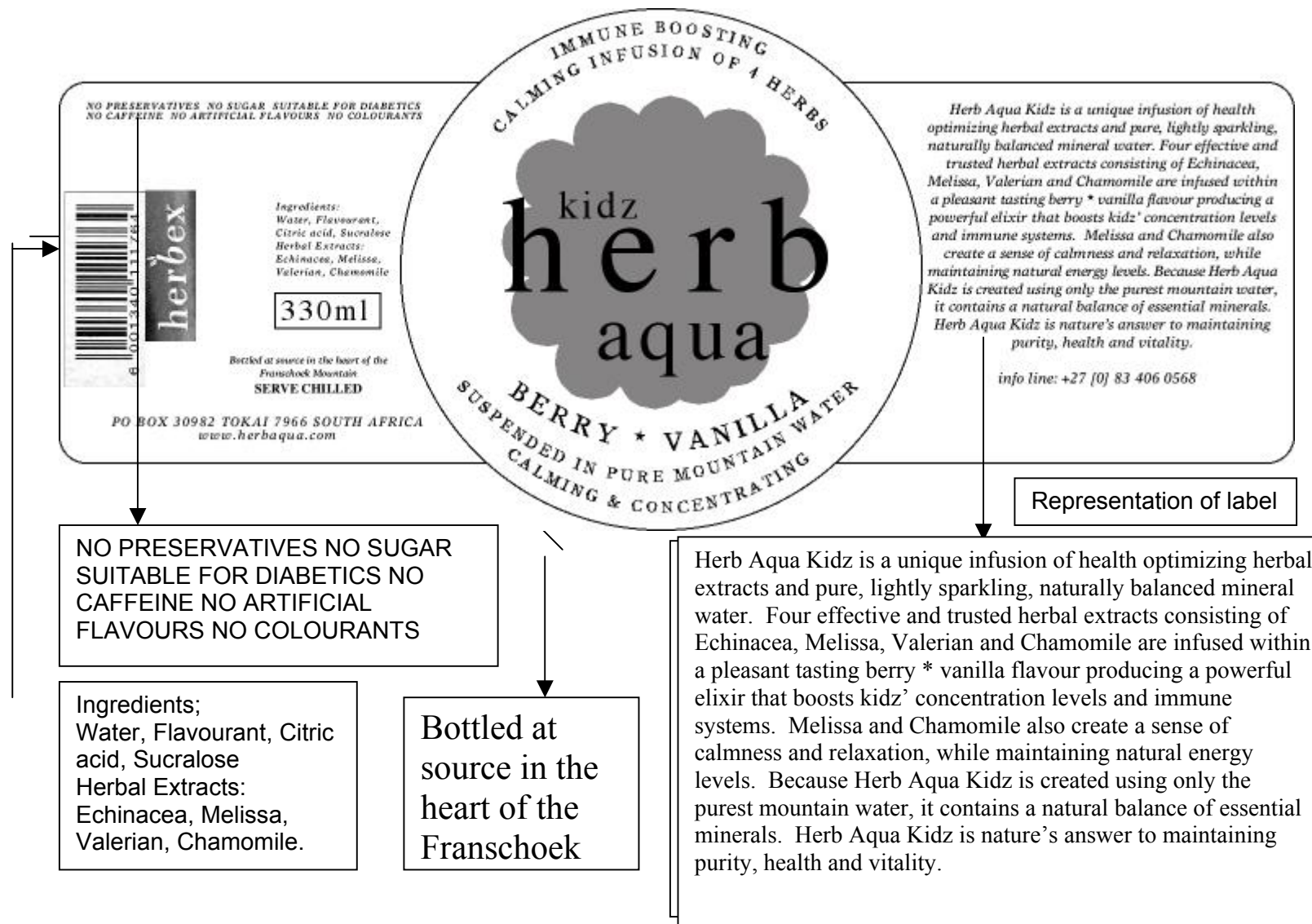


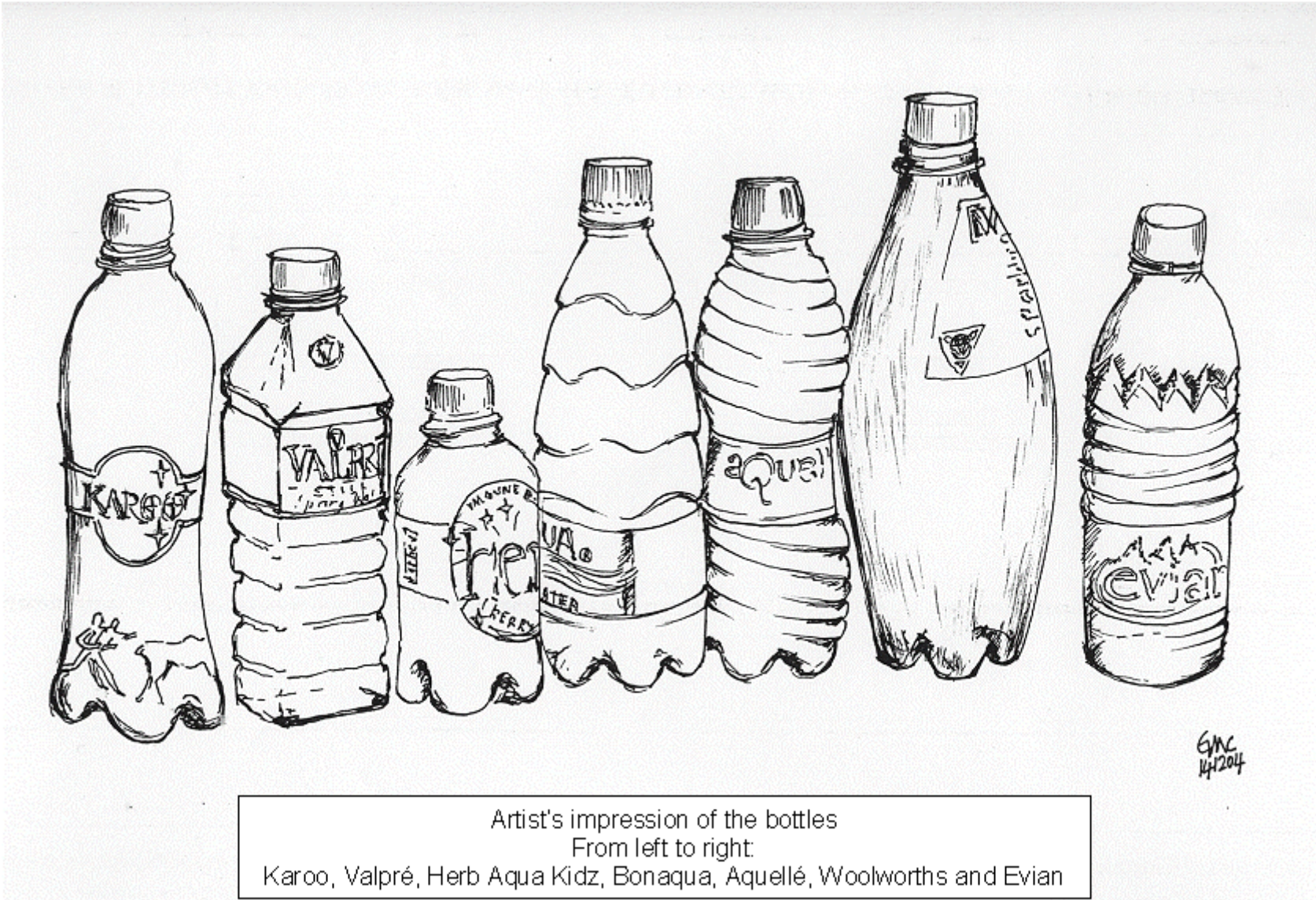
Representation of label

In the arid Karoo with scorched earth and relentless sun through deep dolomite rock lifting time's fossil feet, Flows water from the spring. Lose yourself – drink from the mainstream and feel it touch, the places no other mineral can reach



Representation of label





Artist's impression of the bottles
From left to right:
Karoo, Valpré, Herb Aqua Kidz, Bonaqua, Aquellé, Woolworths and Evian

