

# MEMORANDUM

Jeppe High School for Boys



Grade: 8  
Examination: Life Orientation

**JUNE 2023**

## **SECTION A (COMPULSORY)**

Answer ALL of the questions in this section.

### **QUESTION 1**

- 1.1.1 C ✓
- 1.1.2 D ✓
- 1.1.3 C ✓
- 1.1.4 A ✓
- 1.1.5 C ✓

(5X1) (5)

- 1.2.1 **Monogamy** ✓
- 1.2.2 **Values** ✓
- 1.2.3 **Kinaesthetic / Tactile** ✓
- 1.2.4 **Rehabilitation** ✓
- 1.2.5 **Adolescence** ✓

**TOTAL SECTION A: 10**

## **SECTION B (COMPULSORY)**

Answer ALL of the questions in this section. Write your answers in full sentences.

### **QUESTION 2**

2.1 Give the definition of the term “consent”. (1X2) (2)

**Either a really well explained definition for two marks**

**OR**

**Two separate definitions**

**Permission ✓ for something to happen or agreement to do something. ✓**

2.2 State TWO situations where one should ask for consent. (2X1) (2)

**Sexual Activities ✓**

**Sharing Personal Information ✓**

**Medical Procedures ✓**

**Physical Contact ✓**

**Using Someone's Property ✓**

**Recording or Photographing ✓**

**Sharing Confidential Information ✓**

**Changing or Modifying Agreements ✓**

2.3 Explain why “Silence does not imply consent” in any relationship. (1X2) (2)

- **Consent requires clear and explicit communication, as assumptions based on silence can lead to misunderstandings and conflicts. ✓ ✓**
- **Silence may be interpreted as agreement or consent by one party, leading to the assumption that the other party is on board with a particular decision or action. ✓ ✓**
- **Without active affirmation or discussion, consent cannot be assumed, and it is important to seek explicit consent to ensure mutual understanding and respect. ✓ ✓**
- **In relationships with power imbalances, such as hierarchical or intimate relationships, silence may stem from fear, coercion, or a lack of agency to express dissent. ✓ ✓**
- **Acknowledging that silence does not imply consent is essential to protect individuals from potential harm or exploitation. ✓ ✓**

- **Each individual in a relationship has the right to establish their own boundaries and exercise autonomy over their choices and decisions. ✓ ✓**
- **Assuming consent based on silence disregards the importance of respecting personal boundaries and individual agency. ✓ ✓**
- **Emphasizing active consent encourages open dialogue and promotes a culture of clear communication, trust, and respect in relationships. ✓ ✓**
- **By recognizing that silence does not imply consent, we foster an environment where individuals feel comfortable expressing their true thoughts and feelings. ✓ ✓**

2.4 Discuss TWO reasons why consent is important in a relationship. (2X2) (4)

- **Autonomy and Respect: Consent is crucial because it respects the autonomy and agency of each individual involved. It recognizes that each person has the right to make decisions about their own body and boundaries. ✓ ✓**
- **Communication and Understanding: Consent promotes open and clear communication between partners. It encourages them to discuss their desires, boundaries, and comfort levels, fostering a deeper understanding of each other's needs and ensuring mutual agreement. ✓ ✓**
- **Emotional and Physical Well-being: Consent ensures that both partners are comfortable and willingly participating in any sexual or intimate activity. It helps establish a safe and positive environment where both individuals can freely express their desires without fear or pressure. ✓ ✓**
- **Prevention of Coercion and Abuse: Consent acts as a vital safeguard against coercion, manipulation, and sexual abuse. It helps establish clear boundaries and prevents one partner from taking advantage of the other's vulnerability or exerting power and control over them. ✓ ✓**
- **Building Trust and Intimacy: Consent fosters trust and emotional intimacy within a relationship. When both partners feel respected and heard, it strengthens their bond and creates a foundation of trust, enabling them to explore their desires and boundaries together. ✓ ✓**
- **Legal and Ethical Responsibility: Consent is not only important for personal relationships but also has legal and ethical implications. Engaging in sexual activity without consent can lead to legal consequences, as it is considered a violation of an individual's rights. ✓ ✓**

2.5 Assess TWO ways that teens can learn and practice self-control. (2X2) (4)

- **Engaging in mindfulness exercises and meditation can help teens become more aware of their thoughts, emotions, and impulses. This increased self-awareness can empower them to recognize and regulate their reactions and impulses. ✓ ✓**
- **Encouraging teens to set realistic and achievable goals helps them develop self-discipline and self-control. Breaking down larger goals into smaller,**

- manageable tasks can prevent feelings of overwhelm and enhance their ability to stay focused. ✓ ✓**
- **Teaching teens the importance of delayed gratification can strengthen their self-control. Encouraging them to wait for rewards or prioritise long-term benefits over immediate desires helps build patience and self-discipline. ✓ ✓**
  - **Supporting teens in understanding and managing their emotions can aid in developing self-control. Teaching them coping mechanisms such as deep breathing, journaling, or seeking support from trusted individuals can help them navigate challenging situations more effectively. ✓ ✓**
  - **Encouraging teens to establish healthy habits, such as regular exercise, sufficient sleep, and balanced nutrition, can positively impact their overall self-control. Physical well-being contributes to better emotional regulation and decision-making. ✓ ✓**
  - **Providing a supportive and non-judgmental environment at home and school can help teens feel comfortable discussing their struggles and seeking guidance. A supportive network can offer valuable advice and reinforce the importance of self-control. ✓ ✓**
  - **Encouraging teens to reflect on their thoughts, actions, and consequences helps them understand the connection between their choices and outcomes. Self-reflection fosters self-awareness and encourages personal growth.**
  - **In cases where self-control issues significantly impact a teen's well-being or relationships, involving a mental health professional can provide specialized guidance and support tailored to their needs. ✓ ✓**

2.6 Recommend TWO ways how consent in a relationship can help you and your partner respect each other's boundaries. In your answer, also indicate how EACH way could inspire others to do the same. (2X3) (6)

- **Open Communication: Consenting to have open and honest conversations about boundaries creates a safe space for both partners to express their needs and limits. This can inspire others by showing that respectful and considerate communication is essential in building a healthy relationship based on mutual understanding. ✓ ✓ ✓**
- **Active Listening: Consenting to actively listen and validate each other's boundaries fosters empathy and understanding. By demonstrating the importance of active listening, partners can inspire others to become more attentive and responsive to their loved ones' boundaries. ✓ ✓ ✓**
- **Establishing Boundaries: Consenting to establish clear boundaries and mutually agreed-upon limits promotes a sense of autonomy and respect. This can encourage others to reflect on their own boundaries and assert them in their relationships, leading to healthier dynamics. ✓ ✓ ✓**
- **Consent Check-Ins: Consenting to regular check-ins about boundaries and preferences ensures ongoing consent and respect for each other's changing**

- needs. By incorporating consent check-ins, partners can inspire others to prioritize ongoing communication and consent in their relationships. ✓ ✓ ✓
- **Honoring Each Other's Choices:** Consenting to honor each other's choices and decisions, even if they differ from one's own preferences, shows respect for individual autonomy. This can inspire others to embrace diversity in relationships and appreciate the importance of supporting their partners' autonomy. ✓ ✓ ✓
  - **Continuous Learning:** Consenting to learn and educate oneself about consent and healthy relationship dynamics can lead to personal growth and understanding. By sharing knowledge and resources, partners can inspire others to embark on their own journey of self-awareness and promote consent culture within their relationships and communities. ✓ ✓ ✓

[20]

TOTAL SECTION B: 20

**SECTION C**

Answer any TWO questions in this section.

**QUESTION 3**

State FOUR methods that a visual learner could use when studying. (4X1) (4)

- **Create visual diagrams connecting ideas, concepts, and keywords.** ✓
- **Use colors, shapes, and images to represent different information and make connections visually appealing.** ✓
- **Diagrams and Charts:**
- **Utilize charts, graphs, and diagrams to represent information, data, and processes visually.** ✓
- **Visualize concepts through flowcharts, timelines, Venn diagrams, or concept maps.** ✓
- **Flashcards and Visual Mnemonics:**
- **Create flashcards with visual cues such as images, symbols, or diagrams to aid in memory retention.** ✓
- **Develop visual mnemonics or associations to remember information more effectively.** ✓
- **Color Coding and Highlighting:**
- **Use different colors to categorize and organize information or highlight key points in study materials.** ✓
- **Color code notes, textbooks, or study materials to create a visual hierarchy of information.** ✓
- **Videos and Animations:**
- **Watch educational videos or animations that visually explain complex concepts or topics.** ✓

- Utilize online resources or multimedia platforms with visual content to enhance understanding and engagement. ✓
- Diagram-Based Problem Solving:
- Break down complex problems into visual diagrams or representations to analyze and solve step-by-step. ✓
- Use visual problem-solving strategies like flowcharts or decision trees to identify solutions visually. ✓

Analyse the importance of knowledge of your learning style could assist you to perform effectively in your tests and tasks at school. (2X4) (8)

**NOTE: To be awarded the full FOUR marks, candidates must give a: statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**Main point: Identifying your learning style helps you tailor your study techniques and strategies accordingly. ✓**

**Explanation: By recognizing whether you are a visual, auditory, or kinesthetic learner, you can adapt your study methods to match your preferences and strengths. ✓**

**Qualifier: Different individuals have different learning styles, and what works for one person may not work as effectively for another. ✓**

**Outcome: When you align your study techniques with your learning style, you can absorb and retain information more efficiently, leading to improved performance in tests and tasks. ✓**

**Main point: Understanding your learning style enables you to optimize classroom participation and engagement. ✓**

**Explanation: If you know that you learn best through auditory methods, for example, you can actively engage in discussions, ask questions, and take thorough notes during lectures. ✓**

**Qualifier: Learning styles can vary among individuals, and it's essential to acknowledge and respect diverse learning preferences within a classroom. ✓**

**Outcome: By actively participating and engaging in class activities aligned with your learning style, you can reinforce your understanding of the subject matter, making it easier to recall information during tests and tasks. ✓**

**Main point: Knowledge of your learning style aids in effective time management and study planning. ✓**

**Explanation: By understanding how you learn best, you can allocate your study time more efficiently and prioritize activities that align with your learning style. ✓**

**Qualifier:** Time management and study planning involve individual preferences and may require experimentation to find the most effective approach. ✓

**Outcome:** When you optimize your study schedule based on your learning style, you can avoid wasting time on less productive methods and focus on activities that yield better results, leading to improved performance in tests and tasks. ✓

**Main point:** Recognizing your learning style can enhance your problem-solving abilities. ✓

**Explanation:** Different learning styles may influence the way you approach and solve problems. For instance, visual learners might benefit from creating diagrams or mind maps to analyze complex concepts, while kinesthetic learners might prefer hands-on activities. ✓

**Qualifier:** Problem-solving techniques can vary depending on the nature of the problem and personal preferences, even within a specific learning style. ✓

**Outcome:** By leveraging your learning style's strengths in problem-solving, you can develop effective strategies, think critically, and apply knowledge more efficiently, resulting in improved performance in tests and tasks. ✓

**Main point:** Knowledge of your learning style promotes self-awareness and self-confidence. ✓

**Explanation:** Understanding how you learn best allows you to embrace your unique learning style and appreciate your strengths, fostering self-confidence and a positive attitude towards learning. ✓

**Qualifier:** Learning styles are just one aspect of a person's learning process, and it's important to recognize that individuals can adapt and benefit from multiple learning styles. ✓

**Outcome:** With increased self-awareness and confidence, you are more likely to approach tests and tasks with a positive mindset, effectively manage challenges, and perform at your best potential. ✓

Critically discuss TWO practical ways in which Grade 8 learners can find out which learning style would best suit them to ensure they maximise their learning potential.

(2X4) (8)

**NOTE:** To be awarded the full FOUR marks, candidates must give a: statement, (✓)

elaborate on the statement, (✓)

qualify it (✓) and give an outcome. (✓)

[20]

- a) Main point: Self-reflection and self-assessment. ✓
- b) Explanation: Grade 8 learners can engage in self-reflection and self-assessment by considering their preferences, strengths, and weaknesses in different learning situations. They can think about how they best understand and retain information, whether through visual aids, auditory explanations, or hands-on activities. ✓
- c) Qualifier: It is important to note that learning styles are not strict categories, and individuals often have a combination of preferences. ✓
- d) Outcome: By engaging in self-reflection and self-assessment, Grade 8 learners can gain insights into their learning preferences and make informed decisions about the strategies and techniques that would work best for them. ✓

- a) Main point: Experiment with different learning approaches. ✓
- b) Explanation: Grade 8 learners can try out various learning approaches, such as reading, listening to lectures, watching videos, participating in group discussions, or using educational apps. By experimenting with different methods, learners can observe which approaches feel more natural and effective for them. ✓
- c) Qualifier: It is essential to give each approach a fair chance and allocate sufficient time to assess its suitability. ✓
- d) Outcome: By experimenting with different learning approaches, Grade 8 learners can identify the methods that align with their learning style, leading to improved engagement, understanding, and retention of information. ✓

- a) Main point: Seek feedback from teachers and peers. ✓
- b) Explanation: Grade 8 learners can actively seek feedback from their teachers and peers regarding their learning experiences and preferences. Teachers can provide insights into students' strengths and areas for improvement, while peers can share their observations and suggestions based on collaborative activities or discussions. ✓
- c) Qualifier: Feedback should be sought from a diverse range of sources to gain a comprehensive understanding of individual learning styles. ✓
- d) Outcome: By seeking feedback, Grade 8 learners can receive valuable input that can help them identify their learning style and make adjustments to their study methods for optimal learning outcomes. ✓

- a) Main point: Utilize online learning style assessments. ✓
- b) Explanation: Grade 8 learners can take advantage of online learning style assessments or quizzes specifically designed to identify their preferred learning styles. These assessments typically involve a series of questions or scenarios that help learners gauge their inclinations towards visual, auditory, or kinesthetic learning. ✓
- c) Qualifier: Online assessments should be used as a starting point for exploration rather than as definitive categorizations. ✓
- d) Outcome: By using online learning style assessments, Grade 8 learners can gain additional insights into their preferred learning styles and receive recommendations on suitable strategies and resources that align with their identified styles. ✓

- a) Main point: Reflect on successful learning experiences. ✓
- b) Explanation: Grade 8 learners can reflect on their past successful learning



experiences and analyze the conditions that contributed to their achievements. They can consider the environment, teaching methods, materials, and activities that helped them understand and retain information effectively. ✓

c) **Qualifier:** It is important to reflect on a range of learning experiences to identify common elements and patterns. ✓

d) **Outcome:** By reflecting on successful learning experiences, Grade 8 learners can discern the factors that work well for them and incorporate those elements into their future learning endeavors, thus maximizing their learning potential. ✓

#### QUESTION 4

Study the image below and answer the question that follows:

State FOUR factors that could contribute to substance abuse. (4X1) (4)

**Genetic predisposition or family history of addiction. ✓**

**Environmental factors, such as growing up in a home where substance abuse is prevalent. ✓**

**Mental health disorders, including depression, anxiety, or post-traumatic stress disorder (PTSD). ✓**

**Peer pressure and influence from friends or social circles that encourage substance use. ✓**

**Lack of parental involvement or supervision during childhood and adolescence. ✓**

**Low self-esteem or feelings of inadequacy. ✓**

**Presence of chronic pain or other physical health conditions that may lead to self-medication. ✓**

**Accessibility and availability of drugs or alcohol. ✓**

**Stressful life events, such as trauma, loss, or major transitions. ✓**

**Social and cultural acceptance or normalization of substance use. ✓**

**Lack of knowledge about the risks and consequences associated with substance abuse. ✓**

**Poor coping skills or inability to manage emotions effectively. ✓**

**Sensation-seeking or risk-taking personality traits. ✓**

**Early exposure to substances, such as experimenting at a young age. ✓**

**Influence of media, advertising, or popular culture that glamorizes substance use. ✓**

Analyse TWO ways how the media can address and prevent the abuse of different substances to decrease harm and increase safety for young people.

(2X4) (8)

**NOTE: To be awarded the full FOUR marks, candidates must give a: statement, (✓)**

**elaborate on the statement, (✓)**

**qualify it (✓) and give an outcome. (✓)**

**Main point: Provide accurate and balanced information about substance use and its consequences. ✓**

**a) Explanation: The media should present factual information about different substances, their potential risks, and the consequences of misuse or abuse. ✓**

**b) Qualifier: Ensure that the information is evidence-based and reflects current scientific understanding. ✓**

**c) Outcome: Young people will have access to reliable information that can help them make informed decisions, reducing the likelihood of substance abuse. ✓**

**Main point: Promote responsible portrayals of substance use in entertainment media. ✓**

**a) Explanation: Media content, including movies, TV shows, and music, should avoid glamorizing or normalizing substance use without highlighting its potential negative consequences. ✓**

**b) Qualifier: Encourage media creators to showcase the realistic impact of substance abuse on individuals, relationships, and society. ✓**

**c) Outcome: Young people will be less likely to perceive substance use as a desirable or risk-free behavior, leading to reduced experimentation and abuse. ✓**

**Main point: Incorporate prevention messages and campaigns in media platforms. ✓**

**a) Explanation: Media outlets should collaborate with public health agencies and organizations to disseminate prevention messages and run awareness campaigns. ✓**

**b) Qualifier: Ensure that these messages are targeted to specific age groups, culturally sensitive, and engaging. ✓**

**c) Outcome: Young people will receive educational messages that raise awareness about the risks associated with substance use and promote healthier alternatives, leading to a decrease in abuse. ✓**

**Main point: Foster media literacy skills to help young people critically analyze and evaluate media messages. ✓**

**a) Explanation: The media should actively promote media literacy education that teaches young people to question, analyze, and understand the persuasive techniques used in advertisements and media content related to substance use. ✓**

**b) Qualifier: Support the development of critical thinking skills and empower young people to make informed decisions. ✓**

**c) Outcome: Young people will become more discerning consumers of media, better equipped to resist the influence of misleading or manipulative substance-related messages. ✓**

**Main point: Engage influential figures and celebrities to advocate for healthy behaviors. ✓**

**a) Explanation: Media can leverage the reach and influence of celebrities, athletes, and other public figures to promote positive role modeling and discourage substance abuse. ✓**

**b) Qualifier: Encourage celebrities to share personal stories of overcoming addiction or to advocate for a substance-free lifestyle. ✓**

**c) Outcome: Young people will be more inspired to make healthier choices and seek positive role models who prioritize their well-being over substance use. ✓**

Critically discuss the emotional and social impact of the increasing substance abuse in communities and families in South Africa. (2X4) (8)

**NOTE: To be awarded the full FOUR marks, candidates must give a: statement, (✓)**

**elaborate on the statement, (✓)**

**qualify it (✓) and give an outcome. (✓)**

**Main point: Deterioration of interpersonal relationships. ✓**

**a) Explanation: Substance abuse can strain relationships within families and communities, leading to conflicts, breakdowns in communication, and trust issues. ✓**

**b) Qualifier: Substance abuse often disrupts the normal functioning of families and communities. ✓**

**c) Outcome: Families may experience increased tension, frequent arguments, and a breakdown of social bonds, while communities may witness a rise in social unrest and crime rates. ✓**

**Main point: Emotional distress and mental health challenges. ✓**

**a) Explanation: Substance abuse can contribute to mental health problems such as depression, anxiety, and mood disorders, both for individuals using substances and their loved ones. ✓**

**b) Qualifier: Mental health issues are often exacerbated by the presence of substance abuse. ✓**

**c) Outcome: Individuals and families may face emotional distress, increased rates of mental health disorders, and a higher risk of suicide or self-harm. ✓**

**Main point: Financial strain and socioeconomic consequences. ✓**

**a) Explanation: Substance abuse can lead to financial difficulties, as individuals may prioritize buying drugs or alcohol over meeting basic needs such as food, housing, and education. ✓**

**b) Qualifier: Low-income families and disadvantaged communities are particularly vulnerable to the socioeconomic consequences of substance abuse. ✓**

**c) Outcome: Families may experience poverty, homelessness, and limited access to healthcare and education, perpetuating a cycle of disadvantage and inequality. ✓**

**Main point: Stigmatization and social isolation. ✓**

**a) Explanation: Individuals struggling with substance abuse often face stigma, discrimination, and social exclusion, leading to a lack of support and increased isolation. ✓**

**b) Qualifier: Stigmatization can further perpetuate the cycle of substance abuse and hinder individuals' ability to seek help. ✓**

**c) Outcome: Social isolation can contribute to worsening mental health, reduced opportunities for rehabilitation and recovery, and a higher likelihood of relapse. ✓**

**Main point: Impact on children and future generations. ✓**

**a) Explanation: Substance abuse within families can have a profound and lasting impact on children, increasing the risk of adverse childhood experiences, developmental issues, and perpetuation of substance abuse patterns. ✓**

**b) Qualifier: Children growing up in an environment affected by substance abuse may face long-term challenges in education, employment, and overall well-being. ✓**

**c) Outcome: The cycle of substance abuse can be passed down to future generations, creating a significant societal burden and hindering social progress. ✓**

**[20]**

### QUESTION 5

State FOUR signs that could indicate that you are not in a healthy friendship.

(4X1) (4)

**Lack of trust and constant betrayal of confidentiality. ✓**

**Frequent criticism and put-downs. ✓**

**One-sided effort and imbalance in giving and receiving support. ✓**

**Consistent disrespect for your boundaries and personal space. ✓**

**Manipulative behavior and attempts to control or dominate you. ✓**

**Jealousy and competitiveness that undermines your achievements. ✓**

**Unreliable and inconsistent behavior, frequently canceling plans. ✓**

**Inability to communicate openly and honestly about issues or concerns. ✓**

**Constant negativity and draining energy from your life. ✓**

**Absence of empathy and lack of emotional support during difficult times. ✓**

**Engaging in activities that are harmful or dangerous to you. ✓**

**Regularly feeling drained, stressed, or anxious after spending time together. ✓**

**Ignoring or dismissing your feelings, opinions, and needs. ✓**

**Disinterest in your personal growth and success, or attempts to undermine them. ✓**

**Difficulty resolving conflicts and a pattern of unresolved issues. ✓**

Analyse TWO appropriate ways how Alyssa can make Sadie aware of her mean behaviour.

(2X4) (8)

**NOTE: To be awarded the full FOUR marks, candidates must give a: statement, (✓)**

**elaborate on the statement, (✓)**

**qualify it (✓) and give an outcome. (✓)**

**a) Main point: Alyssa can have an open and honest conversation with Sadie about her mean behavior. ✓**

**b) Explanation: Alyssa can approach Sadie in a calm and non-confrontational manner to discuss her observations and feelings regarding Sadie's behavior. She can express how Sadie's actions have affected her and others, providing specific examples to illustrate her point. ✓**

**c) Qualifier: The conversation should be held in a private and comfortable setting, allowing both parties to express themselves freely without interruptions or distractions. ✓**

**d) Outcome: This direct approach can create awareness in Sadie about the impact of her behavior, fostering empathy and a willingness to change. It can also provide an opportunity for Alyssa and Sadie to find common ground and work towards a more positive relationship. ✓**

**a) Main point: Alyssa can seek support from mutual friends or acquaintances. ✓**

**b) Explanation: Alyssa can discreetly discuss her concerns about Sadie's behavior with trusted individuals who share a connection with both of them. She can share her experiences and ask for their opinions or insights regarding Sadie's mean behavior. ✓**

**c) Qualifier: It is important to approach people who are reliable, impartial, and capable of maintaining confidentiality. ✓**

**d) Outcome: By involving mutual friends or acquaintances, Alyssa can gather additional perspectives on Sadie's behavior and potentially validate her concerns. This support network can provide emotional reinforcement and potentially encourage Sadie to reflect on her actions. ✓**

**a) Main point: Alyssa can use "I" statements to express her feelings about Sadie's mean behavior. ✓**

**b) Explanation: When communicating with Sadie, Alyssa can frame her observations and emotions using "I" statements rather than making accusatory or judgmental remarks. This approach helps to convey personal experiences and emotions without placing blame solely on Sadie. ✓**

**c) Qualifier: Alyssa should focus on expressing her own perspective rather than generalizing or assuming Sadie's intentions. ✓**

**d) Outcome: By using "I" statements, Alyssa can encourage Sadie to reflect on the impact of her actions and foster a more constructive dialogue. This approach also reduces the likelihood of Sadie becoming defensive, increasing the chances of positive change. ✓**

**a) Main point: Alyssa can document instances of Sadie's mean behavior. ✓**

**b) Explanation: Alyssa can keep a record of specific incidents where Sadie displays mean behavior, noting the date, time, and description of each event. This**

documentation can serve as evidence to support Alyssa's claims and provide a clear picture of the frequency and severity of Sadie's actions. ✓

c) Qualifier: Alyssa should ensure that her documentation remains factual and unbiased, avoiding any exaggerations or personal opinions. ✓

d) Outcome: Having a comprehensive record of Sadie's mean behavior can help Alyssa present her concerns more effectively. It can also serve as a reference point for future discussions or interventions, highlighting patterns that may be influencing Sadie's behavior. ✓

a) Main point: Alyssa can suggest professional mediation or counseling. ✓

b) Explanation: If the mean behavior persists and the previous approaches have not yielded the desired results, Alyssa can propose the idea of seeking external help, such as professional mediation or counseling. This intervention can provide a neutral and structured environment for both Alyssa and Sadie to address their issues and work towards a resolution. ✓

c) Qualifier: It is essential for Alyssa to approach this suggestion with empathy and without judgment, emphasizing that the goal is to improve their relationship and overall well-being. ✓

d) Outcome: Engaging in professional mediation or counseling can facilitate a deeper understanding of the underlying dynamics contributing to Sadie's mean behavior. It offers a constructive platform for communication, conflict resolution, and personal growth, enabling both individuals to navigate their differences. ✓

Critically discuss how Alyssa can ensure that she builds positive friendships.

(2X4) (8)

**NOTE: To be awarded the full FOUR marks, candidates must give a: statement, (✓)**

**elaborate on the statement, (✓)**

**qualify it (✓) and give an outcome. (✓)**

**Main point: Communication and Active Listening**

b) Explanation: Alyssa should prioritize open and honest communication with her friends. Active listening involves giving her full attention to her friends, understanding their perspectives, and responding empathetically.

c) Qualifier: Regularly practicing effective communication skills.

d) Outcome: Building positive friendships based on trust, understanding, and mutual support.

a) Main point: Showing Empathy and Understanding ✓

b) Explanation: Alyssa should make an effort to understand her friends' emotions, experiences, and challenges. By showing empathy, she can create a supportive environment and foster deeper connections. ✓

c) Qualifier: Practicing empathy consistently. ✓

d) Outcome: Developing positive friendships built on compassion, trust, and

**emotional connection. ✓**

**a) Main point: Respect for Boundaries ✓**

**b) Explanation: Alyssa should respect her friends' boundaries and personal space. It is essential to understand and acknowledge their need for privacy, personal time, and individuality. ✓**

**c) Qualifier: Being mindful of respecting boundaries at all times. ✓**

**d) Outcome: Building positive friendships based on mutual respect, trust, and comfort. ✓**

**a) Main point: Shared Interests and Activities ✓**

**b) Explanation: Alyssa can actively seek out friends who share similar interests or hobbies. Engaging in activities together can create common ground, promote bonding, and provide opportunities for shared experiences. ✓**

**c) Qualifier: Actively participating in group activities or joining communities with shared interests. ✓**

**d) Outcome: Developing positive friendships grounded in shared experiences, enjoyment, and mutual passions. ✓**

**a) Main point: Support and Encouragement ✓**

**b) Explanation: Alyssa should be a supportive and encouraging friend. Offering help, celebrating successes, and providing a listening ear during challenging times can strengthen the bond between her and her friends. ✓**

**c) Qualifier: Consistently being there for her friends and offering support. ✓**

**d) Outcome: Cultivating positive friendships based on trust, loyalty, and emotional support. ✓**

**[20]**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 70**