

MEMORANDUM

Jeppe High School for Boys



Grade: 8
Examination: Life Orientation

Date: 28th September 2023

SECTION A (COMPULSORY)

1.1.1 B

1.1.2 A

1.1.3 D

1.1.4 A

1.1.5 A

1.2.1 Strength

1.2.2 Grief

1.2.3 Skills / Personal Potential

1.2.4 Conflict

1.2.5 Adolescence

TOTAL SECTION A: 10

SECTION B (COMPULSORY)**QUESTION 2**

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

Antiretro ✓ viral ✓

2.2 Identify TWO purposes of ARVs. (2X1) (2)

Fight HIV: ARVs are used to fight and control the HIV virus in the body. They help to stop the virus from making more copies of itself.

Boost Immune System: By controlling the virus, ARVs help the immune system get stronger. This makes it better at fighting off other infections and diseases.

Prevent Transmission: Taking ARVs as prescribed can also reduce the chances of passing HIV to others, like a pregnant mother passing it to her baby.

2.3 Explain ONE reason why people living with HIV might struggle with mental illnesses. (1X2) (2)

Worry and Stress: Being diagnosed with HIV can be really scary and stressful. People might worry about their future, their health, and how others will treat them. This constant worry can lead to anxiety or depression, which are mental illnesses.

Stigma and Discrimination: Unfortunately, some people still discriminate against those with HIV because of misunderstandings or fear. This can make people with HIV feel isolated, hurt, and rejected. Such negative experiences can contribute to mental health problems.

Health Problems: HIV can cause various health issues. Dealing with these health problems and taking medications can be challenging. This constant management of their health can affect a person's mental well-being.

Social Isolation: Sometimes, people with HIV may feel isolated because they're afraid to tell others about their condition. This isolation can lead to feelings of loneliness and sadness.

Financial Worries: Treatment for HIV can be expensive, and it might affect a person's ability to work. Financial difficulties can lead to stress and anxiety.

2.4 Differentiate between HIV and AIDS.

(2X2) (4)

HIV (Human Immunodeficiency Virus):

HIV is a virus that attacks a person's immune system, which is like the body's defense system against diseases.

It can be spread from one person to another through activities like unprotected sex, sharing needles for drug use, or from an infected mother to her baby during childbirth or breastfeeding.

People with HIV may not feel sick right away, but the virus can weaken their immune system over time.

AIDS (Acquired Immunodeficiency Syndrome):

AIDS is a condition that can happen in people who have HIV when their immune system becomes very weak.

Not everyone with HIV will develop AIDS. It usually takes several years for HIV to progress to AIDS if not treated.

People with AIDS are more vulnerable to serious infections and certain cancers because their immune system is not working well.

2.5 Assess TWO ways that friends and family members can care for and support people living with HIV.

(2X2) (4)

Show Love and Respect:

Treat the person with HIV with love, respect, and kindness, just like you would with anyone else.

Be a Good Listener:

Be there to listen when they want to talk about their feelings or concerns.

Sometimes, just being there to listen can be very helpful.

Educate Yourself:

Learn about HIV and how it is transmitted to reduce any unfounded fears or misconceptions. This knowledge will help you provide better support.

Respect Privacy:

Respect their privacy and do not share their HIV status without their permission. It's essential to maintain their confidentiality.

Help with Medication:

Encourage them to take their prescribed medications regularly. You can also help them remember to take their medicine on time.

Offer Practical Help:

Assist with daily tasks or chores if they're feeling unwell. This can include preparing meals, running errands, or doing household chores.

Be Non-Judgmental:

Don't judge them for their HIV status. Offer support without making them feel guilty or ashamed.

Attend Medical Appointments:

Accompany them to medical appointments if they're comfortable with it. It can be reassuring to have someone there for support and to take notes.

Encourage a Healthy Lifestyle:

Support them in making healthy choices, like eating a balanced diet, getting regular exercise, and avoiding harmful habits.

Offer Emotional Support:

Be there for them emotionally during tough times. Show empathy and understanding for their feelings and fears.

Be Inclusive:

Include them in social activities and gatherings. Don't isolate them because of their HIV status. Treat them as a valued part of the community.

Stay Informed:

Keep updated on HIV treatments and research to better understand their condition and the progress being made in HIV care.

2.6 Recommend TWO strategies to decrease the chances of contracting HIV. In your answer, also indicate how these strategies could help prevent diseases in general.

(2X3) (6)

Abstain from sexual activity: Avoiding sexual activity, especially if you're not in a committed relationship, reduces the risk of HIV and other sexually transmitted infections. It also helps prevent unintended pregnancies and many other infections.

Use protection: If you're sexually active, use condoms consistently and correctly. Condoms not only prevent HIV but also protect against various other sexually transmitted diseases and unwanted pregnancies.

Get tested: Regularly get tested for HIV and other STIs, even if you feel healthy. Early detection can help with prompt treatment and preventing the spread of these infections.

Limit sexual partners: Having fewer sexual partners reduces your risk of exposure to HIV and other diseases. This decreases the chances of disease transmission in general.

Avoid sharing needles: If you or someone you know uses needles for drugs or other purposes, never share needles. Sharing needles can lead to HIV and hepatitis transmission. It's crucial to use clean, sterile needles to prevent infections.

Education and awareness: Learn about HIV and other diseases. Knowing how they spread and how to protect yourself can prevent infections and promote general health awareness.

Healthy lifestyle: Maintain a healthy lifestyle with a balanced diet, regular exercise, and adequate sleep. This helps keep your immune system strong, making it easier for your body to fight off infections, including HIV.

Vaccinations: Get vaccinated against preventable diseases like hepatitis B and HPV. Vaccines are essential for preventing various infections that can weaken your immune system and increase vulnerability to HIV and other diseases.

By following these strategies, you can reduce the risk of contracting HIV and prevent a wide range of diseases, helping to keep you healthy and safe.

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TOTAL SECTION B: 20

SECTION C

Answer any TWO questions in this section.

QUESTION 3

- State FOUR emotional effects that someone might experience who has suffered from gender based violence. (4X1) (4)

Fear: They might be afraid for their safety and well-being.

Sadness: It can make them feel very down and unhappy.

Anxiety: They may be constantly worried or nervous.

Anger: Feeling really mad about what happened.

Shame and guilt: Blaming themselves or feeling embarrassed.

Isolation: Pulling away from friends and family.

Low self-esteem: Feeling like they're not valuable or worthy.

Depression: Suffering from a deep and long-lasting sadness.

Post-Traumatic Stress: Having flashbacks and nightmares about the violence.

Confusion: Not understanding why it happened or what to do next.

- Analyse why South African women may feel depressed as a result of GBV even if they have not experienced it personally. (2X4) (8)

Media Exposure

Elaboration: South African women are often exposed to distressing stories of GBV in the media, such as news reports or social media.

Qualifier: Some people may be more sensitive to such information than others.

Outcome: Constant exposure to GBV stories can lead to anxiety and sadness, even if they haven't directly experienced it.

Empathy and Concern

Elaboration: Women may feel empathy and deep concern for their friends, family members, or other women who have suffered from GBV.

Qualifier: Not everyone is equally empathetic, but many people care about the well-being of others.

Outcome: This concern for those who have experienced GBV can cause stress and sadness, affecting their emotional well-being.

Fear of Future Incidents

Elaboration: South African women may worry about the possibility of GBV happening to them in the future.

Qualifier: Personal fears and anxieties can vary from person to person.

Outcome: This fear of potential GBV can lead to depression and constant stress, even if they haven't experienced it yet.

Cultural and Societal Impact

Elaboration: The prevalence of GBV in South Africa can create a culture of fear and mistrust, affecting all women in society.

Qualifier: Not every woman may feel the same impact, but many are influenced by their society's values.

Outcome: The overall societal impact of GBV can lead to depression among women as they navigate this challenging environment.

Advocacy and Activism

Elaboration: Some women may actively participate in advocating against GBV and supporting survivors.

Qualifier: Not all women may be involved in activism, but some are passionate about these causes.

Outcome: Engaging in such efforts, while important, can also be emotionally taxing and lead to feelings of sadness and frustration.

- Critically discuss the importance of society standing up against GBV. (2X4) (8)

Protection of Human Rights

Elaboration: GBV violates the basic human rights of individuals, causing physical and emotional harm.

Qualifier: In all societies, there are laws and norms against violence, including GBV.

Outcome: When society stands up against GBV, it helps protect people's rights and ensures they can live free from fear and harm.

Gender Equality

Elaboration: GBV often targets individuals based on their gender, perpetuating inequality.

Qualifier: Achieving gender equality is a goal in many countries and communities.

Outcome: By opposing GBV, we promote fairness and equal opportunities for all genders, creating a more just society.

Mental and Physical Well-being

Elaboration: GBV can lead to long-term physical and mental health issues.

Qualifier: Good mental and physical health is essential for a happy and productive life.

Outcome: When society speaks out against GBV, it helps survivors find support and recover, contributing to overall well-being.

Prevention of Future Violence

Elaboration: Allowing GBV to go unchecked can lead to a cycle of violence.

Qualifier: No one wants violence to become a normal part of our society.

Outcome: By standing up against GBV, we can break the cycle and prevent future acts of violence.

Healthy Relationships

Elaboration: GBV damages the trust and respect in relationships.

Qualifier: Healthy relationships are the foundation of a strong community.

Outcome: Speaking out against GBV promotes healthier, more loving relationships, which benefits society as a whole.

Role Modeling for Future Generations

Elaboration: Our actions today influence how the next generation views GBV.

Qualifier: We want to teach young people that violence is not acceptable.

Outcome: When society opposes GBV, it sets an example for future generations, helping to create a culture of respect and non-violence.

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QUESTION 4

- State FOUR personal aspects you should consider when deciding on a career. (4X1) (4)

Interests: Think about what you enjoy doing. What activities make you happy? Your job should be something you like.

Skills: Consider what you're good at. Are you good at math, writing, or talking to people? Your career should match your skills.

Values: What's important to you? Do you care about helping others, making money, or having free time? Your career should align with your values.

Personality: Think about your personality. Are you outgoing or shy? Do you like working alone or with a team? Choose a job that fits your personality.

Education and Training: Some jobs need specific education or training. Make sure you're willing to learn what's required.

Lifestyle: Consider the work hours, location, and flexibility of the job. Does it fit with the life you want to live?

Job Market: Check if there are job opportunities in the field you're interested in. You want a job that's in demand.

Future Goals: Think about where you want to be in the future. Does the career help you reach your goals?

- Analyse how the content learnt in school subjects could link to careers. (2X4) (8)

Mathematics:

Elaboration: Math teaches problem-solving, critical thinking, and analytical skills.

Qualifier: It may not be the favorite subject for everyone, but it's important.

Outcome: Careers like engineering, finance, and computer programming require strong math skills.

Science:

Elaboration: Science helps us understand the world around us and how things work.

Qualifier: Science can be challenging, but it's fascinating.

Outcome: It's crucial for careers in medicine, research, and technology.

Language Arts (English):

Elaboration: Language arts improve communication, reading, and writing skills.

Qualifier: Some find grammar and essays boring, but it's important.

Outcome: These skills are vital in professions like journalism, writing, and teaching.

History and Social Studies:

Elaboration: Learning about the past and society helps us understand people and cultures.

Qualifier: It might seem unrelated to careers, but it's not.

Outcome: Historians, diplomats, and politicians all rely on this knowledge.

Physical Education:

Elaboration: PE promotes physical fitness and teamwork.

Qualifier: It might not seem academic, but it's crucial for health.

Outcome: Careers in sports, coaching, or even healthcare benefit from this knowledge.

Art and Music:

Elaboration: These subjects nurture creativity and self-expression.

Qualifier: Not everyone wants to be an artist, but it's still valuable.

Outcome: Artists, musicians, and designers make careers from these passions.

Technology and Computer Science:

Elaboration: Tech teaches computer skills and problem-solving.

Qualifier: It might be intimidating, but it's the future.

Outcome: Many careers in IT, coding, and app development require this knowledge.

Foreign Language:

Elaboration: Learning another language enhances communication and cultural understanding.

Qualifier: It can be challenging, but it's rewarding.

Outcome: Translators, diplomats, and international business professionals use these skills.

Career Education and Guidance:

Elaboration: This subject helps you explore various careers and make informed choices.

Qualifier: Sometimes it feels like a class you have to take, but it's useful.

Outcome: It helps you plan your future and make informed career decisions.

- Critically discuss the importance of Grade 9s taking the subject choice process seriously. (2X4) (8)

Qualification for Future Opportunities

Elaboration: The subjects you choose in Grade 9 can determine which career paths and higher education options are available to you.

Qualifier: The subjects you pick will not necessarily limit your choices, but they can make certain paths easier or more challenging.

Outcome: By choosing subjects aligned with your interests and future goals, you increase your chances of qualifying for the opportunities you want.

Building a Strong Foundation

Elaboration: Grade 9 subjects often provide foundational knowledge that is crucial for more advanced courses in later grades.

Qualifier: Not all Grade 9 subjects are equally important, but some serve as prerequisites for higher-level courses.

Outcome: Taking core subjects seriously now can help you excel in more advanced studies in the future.

Exploring Interests

Elaboration: The subject choices in Grade 9 allow you to explore your interests and passions, helping you discover what you enjoy academically.

Qualifier: It's okay to try new subjects, and changing your mind later is possible, but starting with your interests can make learning more enjoyable.

Outcome: Choosing subjects that you're genuinely interested in can boost your motivation and academic performance.

Time and Effort Investment

Elaboration: The subjects you select will require time and effort to master. Taking them seriously will help you make the most of your education.

Qualifier: All subjects deserve your best effort, but the subjects you choose should receive particular attention.

Outcome: Diligently studying your chosen subjects can lead to better grades and a deeper understanding of the material.

Career Preparation

Elaboration: Your subject choices in Grade 9 can be directly related to your future career. Certain subjects may be required for specific professions.

Qualifier: While your career plans may change, early preparation can make it easier to pursue your desired job.

Outcome: Selecting subjects relevant to your intended career can save you time and effort in the long run.

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QUESTION 5

- State FOUR ways that a human could contract HIV. (4X1) (4)

Unprotected Sex: Having sexual intercourse without using a condom with someone who has HIV can transmit the virus. It's important to practice safe sex and use protection like condoms.

Sharing Needles: Using needles or syringes that have been used by someone with HIV (for drugs, insulin, or other injections) can spread the virus. Always use your own, clean needles and never share them with others.

From Mother to Child: A mother with HIV can pass the virus to her baby during pregnancy, childbirth, or breastfeeding. However, with proper medical care, the risk can be greatly reduced.

Blood Transfusions: In some cases, if you receive a blood transfusion from a donor with HIV, there's a risk of contracting the virus. But nowadays, blood donations are carefully screened for HIV to prevent this.

Organ Transplants: Similarly, organ transplants from an HIV-positive donor could transmit the virus, but medical practices ensure this is very rare.

Occupational Exposure: Healthcare workers who come into contact with infected blood or sharp objects can be at risk, but this is uncommon and can be prevented with safety measures.

Tattoos and Piercings: If the needles and equipment used are not properly sterilized or are shared between people, there's a risk of HIV transmission. Always go to licensed and reputable facilities.

- Analyse how education about HIV can support learners your age in making better decisions in managing HIV and AIDS. (2X4) (8)

Increased Awareness

Elaboration: Education provides information about HIV, how it spreads, and its impact on health.

Qualifier: Proper and accurate information is essential.

Outcome: Learners can make informed decisions to protect themselves and others, reducing the risk of HIV transmission.

Stigma Reduction

Elaboration: Education helps learners understand that HIV is not something to be ashamed of or afraid of.

Qualifier: Attitudes may not change overnight, but continuous education helps reduce stigma.

Outcome: Reduced stigma can encourage those at risk to seek testing, treatment, and support without fear of discrimination.

Prevention Strategies

Elaboration: Education teaches learners about methods like condom use and practicing safe sex.

Qualifier: Emphasizing the importance of prevention methods is crucial.

Outcome: Learners are more likely to use these strategies, reducing the risk of contracting or spreading HIV.

Testing and Counseling

Elaboration: Education promotes the importance of regular HIV testing and counseling.

Qualifier: Encouraging a non-judgmental environment for testing is essential.

Outcome: Learners can access testing and support services, leading to early diagnosis and better management of the virus.

Treatment Adherence

Elaboration: Education helps learners understand the benefits of taking HIV medication as prescribed.

Qualifier: Ongoing support and access to healthcare are crucial.

Outcome: Learners living with HIV can manage the virus effectively, improving their health and quality of life.

Empathy and Support

Elaboration: Education promotes understanding and empathy for those living with HIV.

Qualifier: Encouraging supportive attitudes and behaviors is essential.

Outcome: Learners can provide emotional support to friends or family members living with HIV, reducing isolation and improving mental well-being.

- Critically discuss how having the attitude of “it won’t happen to me” is detrimental to the fight against HIV/AIDS.

(2X4) (8)

Risky Behavior

Elaboration: When someone believes that they are invulnerable to HIV/AIDS, they may engage in risky behaviors, such as unprotected sex or sharing needles, thinking that they won’t get infected.

Qualifier: Not everyone who thinks this way engages in risky behavior, but the

perception of invincibility can make it more likely.

Outcome: Engaging in risky behavior increases the chances of contracting HIV, contributing to the spread of the virus.

Poor Prevention

Elaboration: People who believe they are immune to HIV/AIDS may neglect preventive measures like using condoms, getting tested, or practicing safe injection drug use.

Qualifier: Some individuals may still take precautions, but the overall risk is higher when the "it won't happen to me" attitude prevails.

Outcome: Neglecting prevention measures can lead to an increased number of new infections and make it harder to control the spread of the virus.

Stigma and Discrimination

Elaboration: People who stigmatize and discriminate against those living with HIV/AIDS often have the "it won't happen to me" mindset. They may unfairly judge or isolate individuals with HIV/AIDS, making it harder for them to seek help and support.

Qualifier: Not everyone with this attitude stigmatizes others, but the two can be connected.

Outcome: Stigma and discrimination can discourage people from getting tested, seeking treatment, or disclosing their HIV status, hindering efforts to combat the epidemic.

Lack of Empathy and Solidarity

Elaboration: When individuals believe they are immune, they may lack empathy and solidarity with those affected by HIV/AIDS. They might not support efforts to raise awareness, promote safe sex, or provide assistance to those in need.

Qualifier: Not everyone with this mindset lacks empathy, but it can lead to indifference.

Outcome: Without collective support and awareness, the fight against HIV/AIDS may lack the resources and momentum needed to be successful.

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TOTAL SECTION C: 40

GRAND TOTAL: 70