| MEMORANDUMJeppe High School for Boysjeppe badge on A3 copy.jpgGrade: 11Examination: Life Orientation Date: 27th September 2022Duration: 2½ HoursTotal Marks: 100 Examiner: B RiskowitzQC Moderator: R Riskowitz |
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**SECTION A (COMPULSORY)**

Answer ALL of the questions in this section.

**QUESTION 1**

1.1.1 **D**

1.1.2 **C**

1.1.3 **D**

1.1.4 **C**

1.1.5 **A**

 1.2.1 A segment of the workforce associated with a limited skill set or

minimal economic value for the work performed. (1)

**Unskilled labor**

1.2.2 Openness, accountability, and honesty. (1)

**Transparency**

1.2.3 A system of society or government in which the father or eldest

male is head of the family and descent is reckoned through the

male line. (1)

**Patriarchy**

1.3.1 Explain how role models could help a high school learner make

positive lifestyle choices. (1X2) (2)

**Any ONE of the below or any relevant answer and well explained.**

**Role models can could …**

**demonstrate healthy choices that learners can copy.**

**be a source of guidance if the learner needs advice.**

**provide emotional support and encouragement if the learner is struggling to make the right choice.**

**provide reasonable resources the learner may need to implement their positive choices.**

**conduct workshops / seminars / dialogue / panel discussion in which the consequences of negative behaviour are discussed.**

**develop handouts to guide learners on the correct course of direction they may consider when experiencing the same thing.**

**use social media (Facebook, twitter, Instagram, tik tok etc.) to showcase best ways of dealing with such problems.**

1.3.2 Why do Technical and Vocational Education and Training (TVET)

 Colleges still hold importance in South Africa. (1X2) (2)

**have a high chance of securing employment () and if that happens, they would be able to honour their tax obligations from which the country could grow. ()**

**have the potential to open their own business () which could enable them to employ other unemployed youth. ()**

**could easily find jobs () which could decrease the number of unemployed youths. ()**

**come with the needed/scarce skills the country is running short of () and that could help in building the needed infrastructure for the country to prosper. ()**

**could use their acquired technical skills/21st century () to bring about the competitive growth and development of the country for the future generations. ()**

**South Africa has the one of the highest unemployment rates in the world () and vocational work could ensure that more young people secure work ()**

**South African youth often struggle to find jobs after they study, and due to the high demand for vocational skills, they may find it easier to find a job. ()**

**South African has a large shortfall of qualified artisans () which needs to be addressed in order to keep important infrastructure up to date. ()**

**The average age for many vocational industries is 60 years of age (). Without an influx of new, young vocational workers, South Africa will be facing a future where necessary facilities such as schools and medical centres will not be properly maintained. ()**

1.3.3 Discuss how Grade 11 learners could develop their project

management skills to assist them in their future careers. (1X2) (2)

**Any ONE of the below or any relevant answer for TWO marks(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**Grade 11 learners could…**

**never shy away from difficult problems or complex tasks as these will help them to keep their composure during future challenges / sharpen their problem-solving skills.**

**research / attend course that specialise in conflict resolution / communication so that they are prepared to handle various type of people within a team.**

**spend time working on themselves / journaling / reading self-help books to create a deeper self-awareness and self-confidence.**

**sign up for clubs / societies / sports whilst at school to help them get used to working in a team / leading a team.**

**volunteer to lead group projects at school, so that they have experience running smaller projects.**

**assess their likes and dislikes of certain teachers’ management styles and attempt to learn from the example that they set.**

**attend seminars / conferences / webinars / dialogues / science expos on project**

**management so that they could develop an idea / understanding of the challenges besetting different careers resulting from poor project management skills.**

1.4.1 State TWO negative consequences of teenagers being exposed

to adults on apps like Tinder. (1X2) (2)

**Marks should be awarded as follows:**

**ONE () mark for a well explained response.**

 **Possible responses could include:**

**Teenagers may be lured for sexual grooming. ()**

**Being exposed to explicit content ()**

**Being pressurised into sharing sexual photos/ sexting/ engaging in sexual actions that they are not ready for. ()**

**The awkwardness of having to explain the situation if they ever decide to meet/ develop the relationship further. ()**

**Being more vulnerable to possible sex trafficking/ scam artists. ()**

 **Any TWO of the above for ONE mark each. (2x1) (2)**

1.4.2 Define the term *risky behaviour*. (1X2) (2)

**Any action or activity ✔ that can cause potential harm ✔ to the individual as a consequence of what he chooses to do.**

1.4.3 Suggest ONE way in which teenagers can keep themselves safe

when they meet people online. (1X2) (2)

**Marks should be awarded as follows:**

**TWO () marks for a well explained response**

**being wary of people you meet online () as the majority could be paedophiles who prey on unsuspecting young boys/girls. ()**

**not divulging their personal particulars (phone numbers/real names & surname, street address etc.) to strange people online () as that could be used by them to pounce on them/stalk them when they are least suspecting it. ()**

**avoiding profiles with very little information or only one photo () as this is a good indication that the account is a scam. ()**

**asking to share social media profiles after a significant amount of time () so that they may be able to verify whether the person they are communicating with is really who he/she claims to be. ()**

**use the verification function available on some apps () to ensure that they are talking to a real person and not a bot/ someone older than they believed/ multiple people trying to con them. ()**

**block/ report/ un-match any suspicious users/ profiles /or/ people who have acted inappropriately () as this will mean that they can no longer interact with the teenagers. ()**

**not responding to requests for financial assistance () as this could be used by unscrupulous people to defraud them. ()**

**telling parents/ trustworthy adults of any person that they meet online () as the adult may have valuable insight on the situation/ be able to point out any unsavoury behaviour the teenager may not have noticed. ()**

**asking for an adult’s advice before meeting anyone that they have been chatting to online () so that they may have someone who is aware of the situation/can get a different perspective that may not be clouded by feelings. ()**

**inform trusted adults/ family about any potential meeting spots () so that someone is aware of where they are and can help them if things go wrong. ()**

 **TOTAL SECTION A: 20**

**SECTION B (COMPULSORY)**

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

**QUESTION 2**

2.1 Define the term *psychological wellbeing.* (1X2) (2)

**positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life**

2.2 State TWO factors that could contribute towards the growing

psychological ill-health in South Africa during the pandemic. (2X1) (2)

**Job loss**

**Break in daily routine / lacking purpose during the day**

**Being stuck in doors more often**

**Lack of social interaction**

**Fear and confusion over the virus**

**Uncertainty caused by fake news**

2.3 Explain why learners may struggle to prioritise psychological health. (1X2) (2)

**ONE response well explained**

**Learners may…**

**not realise the importance of psychological health.**

**have family or friends telling them that they are over-reacting**

**feel so bad that they don’t know where to start.**

**be so busy that they feel there is not enough time.**

**not have adequate / sufficient information about psychological ill-health.**

**feel as if nothing is wrong with them as they could still go on with their lives amidst the challenges of psychological ill-health.**

**lack people in their social circles who could alert them of the importance of seeking help.**

**be influenced by religious / cultural beliefs which denounce the veracity of psychological ill-health.**

2.4 How could psychological ill health negatively affect the academic

performance of high school learner’s. (2X2) (4)

**Any TWO of the below or any relevant answer for TWO marks each(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**Academic performance could be negatively affected because psychological ill health could …**

**cause fatigue / lack of energy which may cause learners to fall behind in tasks /or/ not study as much because they are too tired.**

**make it difficult for learners to concentrate which means that they don’t always follow the lesson and fall behind.**

**lower self-esteem which could cause learners to doubt their academic abilities and give up as a result.**

 **affect self-motivation which could mean that learners find it difficult to force themselves to study / work on tasks.**

2.5 Assess TWO ways in which high school learners could maintain their

psychological health while waiting to see a psychologist. (2X2) (4)

**Any TWO of the below or any relevant answer for TWO marks each(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**High school learners could…**

**keep a journal so that they have an outlet for their feelings.**

**speak to a trustworthy friend which could help them to get bottled up thoughts or feelings off their chest /or/ could help them to get a different perspective on things that bother them and possibly help them find a solution.**

**start a gratitude diary / remember all the things that they have to be thankful for which could help them focus on the positive and therefore release positive hormones.**

**do light exercise because exercise will release positive hormones /or/ helps to get rid of negative feelings of anger and frustration.**

**join a group or start a hobby which would give them something to do regularly that they enjoy / gives them purpose /or/ they get regular positive social interaction.**

2.6 Advise psychologists on resources that they could provide for learners to

help them cope with mental strain whilst waiting for an appointment. In

EACH answer, also indicate how learners could help others with similar

issues. (2X3) (6)

**Any TWO of the below or any relevant answer for THREE marks each(i.e. ONE mark for statement and ONE mark for qualifier / explanation and ONE mark for answering the second part of the question.**

**give learners helplines to call in the meantime so that learners may have someone to talk to if things get really bad and they feel they cannot cope on their own. This could help others by…**

**provide learners with guidance on stress reduction techniques so that learners may be able manage their own stress whilst waiting. This could help others by…**

**create pamphlets that the learners can read through which could help them feel more empowered and in control as they know what is happening to them and possibly how to manage it as a result. This could help others by…**

**handout booklets for learners to give to their families on how to talk about the problemswhich could help to open up dialogue within families and make learners feel less alone. This could help others by…**

 **[20]**

**QUESTION 3**

3.1 Define the term *skilled labour*. (1X2) (2)

**Work performed by someone who has special skills, training, knowledge which they can then apply to their work.**

**A job in which a person with necessary training performs certain specialised work.**

**Highly trained, educated, or experienced segments of the workforce that can complete more complex mental or physical tasks.**

3.2 State TWO ways in which you can gain knowledge on skilled labour. (2X1) (2)

**ask questions / observe whilst job shadowing**

**research through the internet**

**ask skilled labourers about their experience**

**attend open days at higher education institutions that train one for skilled labour.**

**ask teachers / trusted adults that may have knowledge / idea / experience**

3.3 Explain how Grade 11 learners could acquire skills and competencies to

 make studying a trade easier. (1X2) (2)

**Any TWO of the below or any relevant answer for ONE mark each**

**Grade 11 learners could:**

**volunteer / job shadow / get a holiday job which will allow them to practice those skills**

**participate in school projects / initiatives where they can be in situations similar to that of a job.**

**sign up for extra courses which teach these skills**

**apply themselves in their school work / assignments which could also sharpen skills such as time management, communication, etc.**

**read books / relevant articles which can sharpen knowledge.**

3.4 Discuss TWO ways in which high school learners could obtain job

shadowing opportunities in the vocational sphere? (2X2) (4)

**Any TWO of the below or any relevant answer for TWO marks each(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**High school learners could…**

**ask their loved ones / people they may know, whether their company would be willing to help as people are more likely to give them opportunities if someone vouches for them.**

**search adverts for companies that are offering job shadowing opportunities and make sure that they create a CV that helps them stand out from other candidates.**

**call human resources department to ask what they would look for in a candidate then tailor your CV accordingly .**

**leave their CV with companies that interest them because the more their CV is out there, the greater the chances of getting a position.**

**research companies that commonly offer job shadowing opportunities and make sure to hand in their CV in advance.**

3.5 Assess TWO ways in which technological advances, such as artificial

intelligence, positively affect skilled labourers and artisans in the

workplace. (2X2) (4)

**Any TWO of the below or any relevant answer for TWO marks each(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**Technology could …**

**enhance job performance as artificial intelligence is faster than human beings.**

**perform dangerous jobs whilst controlled by a labourer which means that workers are less likely to get hurt whilst on the job.**

**become easier to operate as technology advances which means that employees can work for longer / be more productive as they are not becoming drained all the time.**

**become faster due to upgrades which means that workers can complete tasks quicker / get products to clients more timeously.**

3.6 Suggest strategies that the Department of Higher Education and Training

can put into place to create more interest in trade and vocational

professions. In EACH answer, also indicate how this could lead to more

learners pursuing trades and vocations. (2X3) (6)

**Any TWO of the below or any relevant answer for THREE marks each(i.e. ONE mark for statement and ONE mark for qualifier / explanation and ONE mark for answering the second part of the question.**

**The Department of Higher Education and Training could…**

**visit schools to talk about their campuses / host expos so that learners will hear directly from them and have a good understanding of where to go / what to do to apply. This would mean that there is no uncertainty which could make**

**them put off / avoid applying to vocational qualifications.**

**use their social media platforms to spread information about their courses. This would educate learners on what is available and how it could relate to them. This means that more learners would want to go into a vocation as they are aware of the options available to them / they now know about the opportunities being offered.**

**create a social media campaign with accurate information about what trades and vocations are / the opportunities trades and vocations can offer using specific filters and tags so that learners will be able to find them when they are searching for career / study opportunities online. If this is the first information that the learners see, they will be more likely to apply for vocational schools such as TVET instead of other tertiary institutions.**

**send posters to schools and public areas where learners would usually be present , so that learners will be able to see the information on a regular basis without having to search for it. This would keep vocational and trade options at the forefront of learners’ minds when they are applying for tertiary studies / looking for job opportunities.**

**approach various schools to offer learnerships and bursaries for TVET colleges They would then be able to offer these bursaries to learners but only if they attend these colleges. This would mean that learners without funds, who may not have considered studying would now apply to study a trade.**

 **[20]**

 **TOTAL SECTION B: 40**

**SECTION C**

Answer any TWO questions in this section.

**QUESTION 4**

Construct an essay on ***teenage suicide***.

Use the following as a guideline:

* State FOUR risky situations that could lead teenagers to consider suicide. (4X1) (4)

**low self-esteem due to bullying**

**substance abuse**

**unsafe sexual practices and their consequences.**

**accidents caused by unsafe road use.**

**unsuccessful bursary application .**

* Analyse warning signs that parents and loved ones could look out for

which may indicate that a teenager is considering suicide. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

**Talking about dying or wanting to die, even if it may be seen as a joke could actually be a cry for help and could indicate that an individual is seriously thinking about taking their life.**

**Talking about having no way out of problems in such a way that seems hopeless or emotionless could show that the teenager feels so stuck / overwhelmed that that the only way to relieve these feelings or make the problems go away would be suicide.**

**Social withdrawal and isolation by avoiding school / friends / fun outings/**

**parties could be a teenager’s way of showing that they feel no one else is able to help them should deal with their problems on their own by.**

**Avoiding talking to parents more than normal by hiding away / deflecting conversations because they don’t want to burden others / feel that their parents are disappointed in them, and therefore decide that suicide is the best solution for everyone.**

**Giving away personal items /or/ saying goodbye to loved ones could be a sign that they are getting ready/ preparing to end their life as they are wrapping up loose ends so that they don’t have guilt holding them back when they make the decision to commit suicide.**

**A teenager admitting that they have procured or found a way to access lethal weapons / drugs either verbally or by text could suggest that they are getting organised / collecting the tools they need to take their own life which would make it easier for them to go through with suicide in a moment of desperation despair.**

* Critically discuss TWO possible strategies that teenagers could consider

instead of attempting suicide. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)**

**i.e. To be awarded the full FOUR marks for a CRITICALLY DISCUSS question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

**Teenagers could…**

**seek out a professional councillor or psychologist who will be able to listen to their concerns / troubles in confidence which would mean that they can unburden their problems in a safe environment and possibly find alternative**

**healthier solutions to their problems.**

**speak to a trustworthy adult about the problems leading them to consider suicide This adult could then help them to realise that they are not alone, and they could feel less overwhelmed as there is someone there to help carry the burden / find a healthy way to solve the problems.**

**call a suicide hotline which can allow those with low financial resources to have access to trained professional help. This would mean that they could get targeted help and possibly not feel the need to commit suicide.**

**do their best to surround themselves with positive people and experiences to remind themselves of the joys of life which would mean that they could see the value in continued life / have hope that they will pull through and be happy again, and therefore want to continue living in order to find future happiness.**

**[20]**

**QUESTION 5**

Construct an essay on ***violence in relationships***.

Use the following as a guideline:

* State FOUR reasons why some relationships are more likely to be violent

than others. (4X1) (4)

**Community members may …**

**be intolerant of people who are part of the LBGTQIA2S+ leading to shoving and pulling when they meet them. ()**

**beat them with a belief that beating may change their orientation. ()**

**rape them with an aim of correcting their sexual orientation. ()**

**chase them from churches as they are associated with sins. ()**

**physically confront them in public places to openly denounce their preferences. ()**

* Analyse how experiencing violence within a relationship could lead to psychological trauma. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

**Survivors of violence within a relationship could…**

**worry that others will also treat them in an abusive manner () as this is what they have been conditioned to expect () and so they withdraw mentally and emotionally from others/ loved ones/ family/ friends () to protect themselves from further abuse. ()**

**have experienced so many attacks on their character such as name calling/ shaming/ gaslighting (), that they start to believe these statements and lose their confidence and self-esteem () leading to beliefs that they are worthless () resulting in feelings of depression/ suicidal thoughts/ suicide. ()**

**be part of a society that expects them to be strong () and be able to prevent the problem/ deal with the problem on their own () so they feel thoughts of self-recrimination and shame about what is happening/ happened () as feel they should have been strong enough to prevent it/ deal with it. ()**

**constantly be told that they are doing something wrong () and every action they take is monitored for mistakes () so they are always walking on eggshells as they go about their daily lives () which could cause extreme anxiety/ mental fatigue. ()**

**relive their trauma mentally in the form of PTSD/ physical expressions of emotional and mental trauma/ flashbacks () which can be triggered by random stimuli/ situations () over which they have no control () which could make it difficult to go about their daily lives. ()**

* Critically discuss the implications that relationships characterised by

ongoing violence could have on a survivor’s ability to trust others in future relationships. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)**

**i.e. To be awarded the full FOUR marks for a CRITICALLY DISCUSS question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

**Survivors could…**

**be unable to imagine a relationship without abuse () as the abuse went on for so long/ abuse is all that they know (), meaning that they are always analysing their partner’s positive behaviour () leading them to never fully relax around their partner. ()**

**be confused/ uncomfortable by expressions of love in a relationship () as these may have been used as a tool for control/ manipulation/ reward during their past relationship () so they look for the reasons behind the loving actions instead of being able to appreciate them () meaning that they may struggle to deepen the emotional bond with their partner. ()**

**have such a low sense of self-esteem/ self-worth () and feel that they are truly worthless/ not worthy of love () and so they rebuff their partner’s affection () which could cause the other partner to become despondent/ feel disconnected. ()**

**find it difficult to allow their spouse any form of say over their actions () as this may feel like a form of control over them/ having to put themselves at someone else’s mercy () so they ensure that they are always the one to make the decisions in the relationship () which could make their partner feel unheard/ disrespected/ controlled. ()**

**struggle to trust their partner enough to allow physical contact () as this has never been safe for them in the past, () which could make physical affection extremely challenging () and could result in a lack of intimacy in the relationship. ()**

**worry that their partner may realise that they ‘deserve’ the abuse, () as they cannot comprehend/ trust that someone would view them in a positive light (), meaning that they do their best to please their spouse and put their own needs second () leading to a power imbalance within the relationship. ()**

**[20]**

**QUESTION 6**

Construct an essay on ***the impact of socio-economic status and career expectations***.

Use the following as a guideline:

* State FOUR ways in which a higher socio-economic status can provide

more job opportunities. (4X1) (4)

**People with a higher socioeconomic status have…**

**greater access to higher education / opportunities to get qualifications**

**more connections to people in the job market**

**more relatives / loved ones to ask for advice who are currently in the job market.**

**money to buy clothes for interviews**

**access to computers to create CVs and cover letters / search for job opportunities.**

* Analyse TWO ways in which employees could develop a more positive

perception of themselves in the working world. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

**Employees could…**

**take on new challenges / tasks where they have experience / knowledge to excel which would make it more likely for them to succeed and gain a sense of satisfaction.**

**take note of where they started so that they can realise how far they have come which can create a sense of accomplishment making them feel good about themselves and what they have managed to achieve.**

**put effort into the way that they dress as this can improve your confidence when dealing with colleagues / clients, thus making it easier for you to perform well at your job making you feel proud of the job that you have done that day.**

**attend professional development courses to give you more insight into the skills that you need to complete your job which can lead to you feeling more comfortable and competent at the job and therefore help you to feel happy with your performance.**

**set small goals for yourself that are easy to manage and accomplish which will**

**give you a boost when you achieve your goals and make you realise your value in the work environment.**

* Critically discuss the importance of developing your self-knowledge to

better handle the stress in the world of work. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)**

**i.e. To be awarded the full FOUR marks for a CRITICALLY DISCUSS question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

**You may shape your thoughts in ways that could show where they lead you to , if they are starting to take you into a downward spiral which means that you can stop the negative thought cycle before it truly gets going allowing you work towards staying positive in times of difficulties.**

**You will be more aware of your limits, and know when you are close to reaching your limits which means that you can implement self-care strategies leading you to feeling more refreshed and better able to deal with the stress.**

**Being aware of your strengths and weaknesses and how these apply to your working environment meaning that you can avoid potential triggers / situations that will set you up for failure thus keeping you from further difficulties in an already stressful time.**

**Having the skills to know your warning signs which indicate when you are struggling mentally can stop you from over committing / tell you when you need to take a break so that you can recover and be ready to tackle new challenges in future.**

**[20]**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 100**