

MEMORANDUM

Jeppes High School for Boys



Grade: 8
Examination: Life Orientation

Date: 28th June 2021
Duration: 1½ Hours
Total Marks: 70
Examiner: B. Riskowitz
QC Moderator: R. Riskowitz
Number of Pages: 7

Instructions:__

- Complete the front cover of your answer booklet.
- Answer all questions in the answer booklet provided.
- Number in the middle of the page.
- Rule off after each section.
- The following are not allowed in the examination room: school bags, cell phones, smart watches, tablets, books, dictionaries, notes, sketches or paper.

Only the official examination material distributed by the invigilator is allowed.

SECTION A (COMPULSORY)

1.1.1 The internal drive that pushes us to achieve and keep on going forward.

A. Self-motivation

1.1.2 Peer pressure is:

A. when you feel that you must do something that your friends expect you to do

1.1.3 Media is one factor that influences our self-concept. It includes:

C. newspapers, magazines, radio and Instagram

1.1.4 What is meant by the term “abstinence”:

B. Saying no

1.1.5 Being assertive means:

A. knowing your rights, so that you will fight for them without being rude

1.2.1 Individual who learns best through hearing directions and speaking answers. (1)

aural learner

1.2.2 Having the potential to cause cancer. (1)

carcinogenic

1.2.3 The ability to understand and share the feelings of another. (1)

empathy

1.2.4 A positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being. (1)

eustress

1.2.5 Strategies that people often use in the face of stress and/or trauma to help manage painful or difficult emotions. (1)

coping mechanism

TOTAL SECTION A: 10

SECTION B (COMPULSORY)**QUESTION 2**

- 2.1 Define the term 'self-motivation' and state THREE ways that you can reach your personal potential. (1+3) (4)

Definition: the force that keeps pushing us to go on ✓ OR it's our internal drive to achieve, produce, develop, and keep moving forward. ✓

Identify your talents, strengths and weaknesses and work on them. ✓

Look for people who can help you develop what you are good at ✓

Work hard ✓

Show that you are determined. ✓

Be organised. ✓

Have a plan of how you plan to achieve your potential ✓

Learn from your mistakes. ✓

Have confidence and back yourself. ✓

Be realistic with your ambitions ✓

ANY THREE RELEVANT ANSWERS FOR 1 MARK EACH

- 2.2 Provide TWO reasons why it is important for teens to reach their full potential. (2X1) (2)

So that you can become the best version of yourself. ✓

Achieve the most that you can. ✓

To feel fulfilled. ✓

ANY ONE RELEVANT ANSWER FOR 1 MARK EACH

- 2.3 Discuss TWO reasons why a poor self-esteem can hinder your chances of reaching your full potential. (2X2) (4)

If you have poor self-esteem you don't believe in yourself ✓ this leads to not giving you best ✓

Often feel depressed ✓ which means you are demotivated to get anything done. ✓

Lack of ambition ✓ so you only aim to get the bare minimum done ✓.

ANY TWO RELEVANT ANSWERS FOR 2 MARKS EACH

- 2.4 Critically evaluate TWO ways that positive self-talk would help you reach your personal potential. (2X2) (4)

It makes you focus on the positives and what makes you unique ✓ and that helps you to see that you can do more. ✓

It reminds yourself of all you have achieved on your own ✓, which motivates you to do more ✓

Reminds yourself that no one is perfect and it's ok not to be ✓ - everyone makes mistakes and therefore you are not afraid to try again ✓

ANY TWO RELEVANT ANSWERS FOR 2 MARKS EACH

- 2.5 Develop THREE practical strategies that schools can employ to equip learners with the skills needed to reach their full potential. (3X2) (6)

Teach them how to speak positively about themselves in LO lessons ✓ this will build confidence and motivate them to achieve ✓

Offer STEAM skills courses outside of the syllabus ✓ developing new skills will ensure that they are equipped to face the 4th industrial revolution ✓

Offer career counselling ✓ this will ensure that learners have their career goals as the context for their hard work constantly ensuring that they aim for higher goals ✓

ANY THREE RELEVANT ANSWERS FOR 2 MARKS EACH

[20]

TOTAL SECTION B: 20

SECTION C

Answer any TWO questions in this section.

QUESTION 4

- Define the term "sexuality" and state TWO reasons why maintaining a healthy sexuality is important. (1+2) (3)

Definition: your sexual feelings, thoughts, attractions and behaviours towards other people. ✓

Identify your talents, strengths and weaknesses and work on them. ✓

Look for people who can help you develop what you are good at ✓

Work hard ✓

Show that you are determined. ✓

Be organised. ✓

Have a plan of how you plan to achieve your potential ✓

Learn from your mistakes. ✓

Have confidence and back yourself. ✓

Be realistic with your ambitions ✓

ANY TWO RELEVANT ANSWERS FOR 2 MARKS EACH

- Discuss FOUR ways that your community influences your sexuality. (4X2) (8)

In some communities, the religion may influence ✓ the values and ideas around sexuality, and this might impact your values and ideas about what is acceptable or not. ✓

Communities must take responsibility ✓ to ensure that boys and girls have access to appropriate education regarding sexuality. ✓

Media influences behaviour ✓ their idols and role models may encourage them to think or feel a certain way. ✓

Every community has their own set of beliefs and rules ✓ about how males and females should / must behave. ✓

Being part of the community, adolescents often follow these rules and beliefs ✓ without questioning them. ✓

ANY FOUR RELEVANT ANSWERS FOR 2 MARKS EACH

- Propose THREE strategies of how social media can be used to positively impact sexuality in teenagers. In your answer, also indicate how EACH strategy can be used by school teachers to the same end. (3X3) (9)

Social media can give them a support group ✓, expose them to people that understand and can educate them. ✓ Teachers can also make support groups in person to assist learners. ✓

Social media can also make them aware of positive role models ✓, like JoJo Siwa, so that they know that it is okay to be yourself. ✓ Teachers can teach this same ideology in the classroom to encourage them. ✓

Social media can give them the courage to ✓ talk about their sexual identity as more and more people are talking about it. ✓ Teachers can give a platform for discussions in their classrooms. ✓

Social media can help them research the topic and also give them a better understanding of what it is they are going through ✓ and finding friends online who are going through the same experiences. ✓ Guest speakers can come to schools to educate in this light. ✓

ANY THREE RELEVANT ANSWERS FOR 3 MARKS EACH

[20]

QUESTION 5

- Define the term 'asymptomatic' and list TWO dangers of being asymptomatic whilst having Covid-19. (1+2) (3)

Definition: have/show no symptoms ✓

You can pass on the sickness without even knowing ✓

You could land up making your family sick ✓

Could die all of a sudden when symptoms do develop ✓

ANY TWO RELEVANT ANSWERS FOR 2 MARKS EACH

- Discuss FOUR ways that a Covid-19 positive patient can ensure that they do not spread the virus. (4X2) (8)

Isolate the patient ✓ so that they won't be able to spread it to others. ✓

Do not send them to school / work ✓ which will allow no one to come in contact with them - to minimize the spread. ✓

Keep them away from other members in the household ✓ that did not test positive - so that they won't get it ✓

Don't share cutlery, etc. ✓ that was not washed - so that they won't be able to infect those around them. ✓

ANY FOUR RELEVANT ANSWERS FOR 2 MARKS EACH

- Recommend THREE practical ways that communities can show care and support to people living with sicknesses like COVID-19 (or HIV/AIDS) to manage their sickness. (3X3) (9)

Show empathy ✓, find out what they need; and support and help their specific need ✓ GIVE EXAMPLE OR EXPAND ON ANSWER FOR LAST MARK. ✓

Use social media ✓ to encourage and uplift the spirit of the person suffering with the illness. ✓ GIVE EXAMPLE OR EXPAND ON ANSWER FOR LAST MARK. ✓

Try arrange phone calls or screen time with them ✓ to ensure they experience human interaction and feel included / involved (not isolated or alone) ✓ GIVE EXAMPLE OR EXPAND ON ANSWER FOR LAST MARK. ✓

Make extra effort to include them in social gatherings ✓ – motivating that these be held in a format that will allow infected persons to attend either virtually or physically. ✓ GIVE EXAMPLE OR EXPAND ON ANSWER FOR LAST MARK. ✓

ANY THREE RELEVANT ANSWERS FOR 3 MARKS EACH

[20]

QUESTION 6

- Define the term 'life roles' and people in their different stages of life have displayed varying social needs during periods of lockdown. (1+2) (3)

Definition: responsibilities that we hold all through our life at various life stages ✓

Some learners have had to step up as an acting parent whilst parents are sick ✓
Employees have had to take on the responsibilities of the their bosses ✓

ANY TWO RELEVANT ANSWERS FOR 2 MARKS EACH

- Describe FOUR negative effects that lockdown has had on the communities' needs in South Africa. (4X2) (8)

Lockdown highlighted the inequality in communities ✓, for this reason some communities were really struggling to survive and their needs were not met. ✓
Due to job losses during lockdown ✓, some communities had to solely survive on the social grants and meals handed out by NGO's. ✓

The poor communities were left behind ✓, they struggled to make ends meet and substance abuse increased. ✓

NGO's also struggled because of the amount of people depending on them ✓, this left some communities without support as the NGO's were not able to meet demand. ✓

Because a lot of people did not have an income ✓, people turned to crime in the community to meet their needs, this raised the issue of safety within communities. ✓

A lot of corruption happened during lockdown ✓, this meant that some people in the communities never received their social grants and had to depend on NGO's.

ANY FOUR RELEVANT ANSWERS FOR 2 MARKS EACH

- Recommend THREE ways that teens may have had to shift their typical life roles in cases where their guardians have passed away from Covid. In your answer, also indicate how EACH recommendation can develop to be responsible citizens who can help meet the social needs of South Africans in general. (3X3) (9)

Teens have had to step up to the plate as parents ✓ when a parent has died and there is no one else, the oldest child will have to take over the household ✓ many people will need to take on the responsibility of parents to the general community to help and guide ✓

Losing the breadwinner may mean that someone's role changes to one of breadwinner ✓ if no money is coming in, someone will need to work ✓ People will need to provide to those in need in the general community. ✓

Teens may need to become a moral compass/family counsellor/leader in their households ✓ no guardians mean no experienced social or emotional input that the teen will now need to fulfill ✓ more of the community will need to develop empathy

and social guidance skills to help out people in general. ✓

Becoming the role model of the family ✓ a lack of a guardian means that there is no one for younger children to look up to so the teen will need to serve in this role ✓ in general people need to take account for their actions in life so that they can be positive role models to the broader community. ✓

[20]

TOTAL SECTION C: 40

GRAND TOTAL: 70