

**MEMORANDUM**  
Jeppe High School for Boys



Subject: Life Orientation  
Mid-Year Examination  
Grade: 9

Date: 6th June 2019  
Duration: 2 Hours  
Total Marks: 70  
Examiner: B. Riskowitz  
Moderators: T. Janse van Rensburg / L. Hallett / S. McBride  
QC Moderator: B. Kemp

**SECTION A (COMPULSORY)**

**QUESTION 1**

Q1.1.1 - D ✓

Q1.1.2 - B ✓

Q1.1.3 - C ✓

Q1.1.4 - B ✓

Q1.1.5 - D ✓

1.2.1 The purpose of the employment equity act is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination. ✓

1.2.2 This act limits work hours in the week and regulates meal breaks and periods of rest. it provides for workers rights, annual leave, sick leave, maternity and family responsibilities. ✓

1.2.3 This act aims to develop the skills of the SA workforce so that the economy can grow and all South africans can have better work opportunities and love a better life . ✓

1.2.4 Laws help to protect all citizens of the country and refer to all the rules and regulations passed by the parliament . ✓

1.2.5 Acts are part of laws that refer to specific situations and circumstances. ✓

**TOTAL SECTION A: 20**

## **SECTION B (COMPULSORY)**

### **QUESTION 2**

2.1 Explain to Keletso what an TVET college is. (1+1) (2)

**This is where one can go to study a National Curriculum Vocational ✓  
Colleges offer various types of courses in industry fields ✓**

**a) Definition of “TVET” for 1 mark; possible answer:**

**“Technical Vocational education and training” ✓**

**b) Explain the college for 1 mark; possible answer:**

**This is where one can go to study a National Curriculum Vocational  
Colleges offer various types of courses in industry fields ✓**

- 2.2 Compare Keletso's two options, namely the NCV and NSC by discussing details of what each would entail. (2X2)(4)

<p><b><u>National Certificate Vocational</u></b> ✓  <b>Consists of NQF level 2 to 4</b> ✓  <b>OR</b>  <b>One language on First Additional Language level, Maths/Maths Lit and LO are compulsory</b>  <b>Four vocational subjects compulsory</b> ✓ <b>AND</b>  <b>Successful completion of NQF4 grants admission to Higher Education and Training</b> ✓</p>	<p><b><u>National Senior Certificate</u></b> ✓  <b>Consists of grade 10 to 12</b> ✓ <b>OR</b>  <b>One language on First Additional Language level, one official language on home language level or FAL language level, Maths/Maths Lit and LO are compulsory</b>  <b>Minimum of 3 subjects from list on offer</b> ✓ <b>AND</b>  <b>Successful completion of NQF4 grants admission to Higher Education and Training</b> ✓</p>
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- a) Must define NCV and NSC for first two marks** ✓✓  
**Make a point on each option** ✓✓; **possible answers:**

- 2.3 Evaluate and comment on the implication of each option for Keletso's future. (2X2)(4)

**Comment on the first option** ✓ **and evaluate/explain the implication** ✓  
**Comment on the second option** ✓ **and evaluate/explain the implication** ✓; **possible answers:**

Both have requirements such as the achievement of a language, mathematics or mathematical literacy, and life orientation. Both also require that a learner does four additional subjects. ✓✓

The subjects available to NSC learners direct them into a general education with a more academic bias and the rules of subject combination for the NCV direct learners into a vocational field. Both qualifications were designed to allow learners the possibility of entry into higher education. ✓✓

The NSC, however, would allow learners to access a variety of qualifications and areas of interest, while NCV learners would be more narrowly directed towards study in a field related to the vocational designation reflected on their certificate. Both qualifications share an explicit focus on preparing learners for entry into the world of work and for full participation in a democratic society. ✓✓

The NSC is defined as a single three-year qualification and the NCV as three one-year qualifications. ✓✓

- 2.4 Define the term NQF and identify which NQF level Keletso will achieve once he completes Grade 9. (1+1) (2)

**a) Definition of “NQF” for 1 mark; possible answer:**

**National qualifications framework**

**b) Identify which level for 1 mark; answer:**

**Level 1**

- 2.5 If Keletso prefers to learn practical IT work instead of theoretical IT work, suggest which option (NCV or NSC) would best suit him. Provide TWO reasons for your answer. (1+2) (3)

**Suggest correct option ✓ and explain reason why its the best option ✓**

**Provide second reason ✓**

**: possible answers:**

- **NCV would be the best option.**
- **NCV is a more practical approach to learning in comparison to NCS which is a more theoretical approach.**
- **NCV would do be more hands on and less theory.**
- **NCV would help Kaletso more as he prefers to learn in a way that is more tangible and hands on instead of learning from an educator or lecturer and listening to theory.**

**[15]**

### QUESTION 3

- 3.1 Explain the term “Bantu education” and state why this would not work in our “New” South Africa. (1+1) (2)

**a) Explanation of “Bantu education” for 1 mark; possible answer:**

**Bantu education refers to the education system under the apartheid regime, separating black and white learners in schools and university, poor facilities and overcrowded classrooms.**

**b) Give reason why it would not work in the current South Africa; possible answer:**

**we now have the right to freedom, equality and education**

- 3.2 Provide THREE summarised points of the events that took place on 16 June 1975? (3)

**Summarise one event ✓**

**Summarise another event ✓**

**Summarise another event ✓; possible answers:**

- **In 1975 there was protests in schools for black learners after the government decided that afrikaans had to be used equally with english as a language of learning in high schools. ✓**
- **the protest was also for the system of bantu education, separating black and white learners. ✓**
- **200000 learners from soweto protest and had clashes with the police and violence with the police led to 700 deaths many of them being youth. ✓**

- 3.3 What aspect of the 'right to education' were the learners protesting against? (1+1) (2)

**Identify the one right for one mark ✓ and identify the second right for another mark ✓; possible answers:**

**The right to receive an education in their own language ✓ and the right to choose a public educational institution ✓ .**

- 3.4 Why is it important for the government to listen to the youth of the country? (2X2) (4)

**Make a point ✓ and explain that point in light of the question ✓**

**Make another point ✓ and explain that point in light of the question ✓; possible answers:**

**The youth are regarded as the future of a country ✓, therefore, to overlook their needs and quality of education is to also hamper the progress and development of a country ✓**

- 3.5 Propose TWO ways you (in your personal capacity) could commemorate this important national holiday. (2X2) (4)

**Make a point ✓ and explain that point in light of the question ✓**

**Make another point ✓ and explain that point in light of the question ✓**

**Learn more about the history of the national holiday and share this information with others ✓✓**

**The day should be respected given the sacrifices of the students who fought for their right to an equal education system and not just seen as a day off. ✓✓**

**Familiarize yourself with your rights and not to take them for granted. Read the Bill of Rights and speak up in instances where you might feel that your rights are not being protected ✓✓.**

**Raise funds to donate to a school that is less resourced than yours. The funds can be used to purchase stationery or textbooks, so that the learners can learn effectively despite the school environment ✓✓.**

**Join peaceful marches that commemorate the sacrifice of the Soweto schoolchildren. Advocate for others who may not have access to a quality of education like you do ✓✓.**

[15]

TOTAL SECTION B: 30

## SECTION C

### QUESTION 4

- Define the term paraplegic and give advice to a friend as to how you could promote equality on the sports field. (1+2) (3)

**a) Definition of “paraplegic” for 1 mark; possible answers:**

**Paraplegic is a medical word for being paralyzed from the waist down. If you're paraplegic, you can't move your legs or anything below the waist, and you have no feeling in those areas either. People usually get this condition because of damage to the spinal cord, which could result from a disease or an accident.**

**b) Two types of advice to promote equality for 1 mark each; possible answers:**

**Embrace the opportunity. The team takes direction from the coach. If coaches see including people with disabilities on their teams as beneficial and increasing diversity, then the team will also benefit and gain new experiences. Coaches should also focus on the positives about inclusion instead of worrying about ways that the athlete will hurt the team. Many of the techniques for inclusion can help all athletes. For instance, deaf athletes may want the drills for the day written on a board. This can help you so that you don't have to tell your athletes 100 times what they are supposed to do.**

**Treat the athlete as an athlete. Focus on the person instead of the disability. Athletes with a disability want to participate in sports for the same reason as your other athletes. You can sit down with your athletes to determine their goals for participation, what they want to learn, and strategies for achieving goals. This will demonstrate that you want them all to improve.**

**Provide opportunities for the athlete to be a leader. As you do with your other athletes, coaches should also provide opportunities for the athlete with a disability to be a successful leader. All athletes including those with disabilities can choose one of the drills to do, select the relay team, or lead the cheers to demonstrate their leadership skills. This will demonstrate to your team that you have confidence in the athlete's leadership skills and also show that all athletes are integral members of the team.**

- Explain to what extent events such as the Paralympics promote and recognise the rights of people living with disabilities?

(3X2) (6)

**Make a point ✓ and explain that point in light of the question ✓**

**Make another point ✓ and explain that point in light of the question ✓**

**Make another point ✓ and explain that point in light of the question ✓**

**: possible answers:**

**Breaks down the stigma that people living with disabilities are inferior or incapable in any way, given the physically demanding nature of the events they participant in. ✓✓**

**Promotes respect for their achievements and abilities, which brings about a change in attitude from one that may have undermined their abilities in the past. ✓✓**

- Recommend TWO practical ways businesses can adapt their working environments to allow greater freedoms for disabled people to fully enjoy their rights. In your answers, also indicate what impact EACH of these changes could make in the psychological well being of these people. (2X3) (6)

**Name a practical strategy ✓ and explain that strategy ✓ and explain the impact of this strategy on well being of these people ✓**

**Name another practical strategy ✓ and explain that strategy ✓ and explain the impact of this strategy on well being of these people ✓; possible answers:**

**Practical Ways:**

- Adapting the workplace or the working environment ✓ ✓. This will allow them to feel included. ✓
- Removing physical barriers ✓ ✓. Allow them to achieve their goals to the best of their ability. ✓
- Making some changes to how work is organised ✓ ✓.
- Ensuring that information is provided in accessible formats. will allow them to feel a sense of belonging. ✓
- Modifying or acquiring equipment – including assistive digital technology ✓ ✓. Will allow them to fully part take in work related activities. ✓
- Offering specialist training and support ✓ ✓ Shows that they are equal in the work-place. ✓
- Providing more flexible employment – including part-time hours and a phased return to work. ✓ ✓. Allow them to go for rehab or physio, which promotes well-being. ✓

**[15]**

#### **QUESTION 5**

- Define the term “unhealthy sexual behaviour” and discuss TWO negative influences that promote this unhealthy behaviour. (1+3) (3)

**a) Definition of “unhealthy sexual behaviour” for 1 mark; possible answers:**

**possible answer:**

**Unhealthy sexual behaviour: refers to any sexual behaviour where a person feels uncomfortable or taken advantage of ✓.**

**This could refer to abuse but could also refer to oppression or exploitation ✓.**

**Pressurising somebody to have sex is unhealthy sexual behaviour ✓.**

**b) Discuss Two types of negative influences that promote unhealthy behaviour for 1 mark each; possible answers:**

- Explain how THREE potentially (sexually) risky environments (other than school) could have a negative impact on your sexual choices. (3X2) (6)

**Make a point ✓ and explain that point in light of the question ✓**

**Make another point ✓ and explain that point in light of the question ✓**

**Make another point ✓ and explain that point in light of the question ✓; possible answers:**

**Being threatened or forced to have sex ✓**

**Engaging in sexual behaviour to earn money. ✓**

**Negative family relationships. ✓**

**Living in areas with high crime rates and prostitution. ✓**

- Advise your friend on TWO ways that she can make the best decisions for her life. In your answers, also indicate what impact these good choices will have on her life. (2X3) (6)

**1st action ✓ and explain this action ✓ and indicate the impact it will have in her life ✓**

**2nd action ✓ and explain this action ✓ and indicate the impact it will have in her life ✓; possible answers:**

**Actions:**

**It is important for her to consider her values ✓ particularly what she wants in terms of her education and her family ✓. This will ensure that she will remain HEALTHY and free of detrimental consequences. ✓**

**It is important for her to consider her goals ✓; because working towards one's goals give you a sense of purpose and direction. ✓ Having goals will allow her to remain focused and avoid going astray.**

**She should consider how she would feel should one of these unwanted consequences happen to her ✓ and how her life will change. ✓ This will help her realize how blessed her life is and will stop her from getting involved in something she shouldn't.**

**[15]**

## **QUESTION 6**

- Define the term "role model" and state TWO purposes of a role model. (1+2) (3)

**a) Definition of "role model" for 1 mark; possible answer:**

**"a person looked to by others as an example to be imitated."**

**b) Purpose of Role model for 1 mark****Purpose of Role model for 1 mark ; possible answers:****Serve as a motivating ✓ factor to pursue dreams ✓✓****Possess a positive trait ✓ that you wish to emulate in your own life ✓✓****Learn from their successes ✓ and failures ✓**

- Discuss THREE ways that admiring popularity, wealth, and status may have a negative impact on an individual's personal development. (3X2) (6)

**Make a point ✓ and discuss the point in relation to the question ✓****Make another point ✓ and discuss the point in relation to the question ✓****Make another point ✓ and discuss the point in relation to the question ✓ ; possible answers:****Often people who pursue status and popularity places limits on interactions with people that may not be considered 'desirable' ✓ this limits an individual's ability to work with and to learn from people from all walks of life. ✓****These ideals do not speak positively of nurturing human connection ✓ or being able to be yourself ✓ ;****One is always trying to conform to what's perceived as being popular that they are never really themselves ✓ and also encourage selfish, self-serving behaviour. ✓**

- Advise young children on TWO reasons why it so he important to have role models in a millennial society. In your answers, also indicate what impact good role models will have on their lives. (2X3) (6)

**1st reason ✓ and explain this reason ✓ and provide the good impact they will have ✓****2nd reason ✓ and explain this reason ✓ and provide the good impact they will have ✓ ; possible answers:****Millennial children tend to admire celebrities and sportsmen whose antics do not demonstrate positive values ✓ that promote respect and care for others ✓ .****It is important for them to learn about individuals whose choices in life have been about promoting the wellbeing of others and society as a whole ✓✓**

**Millennial children also live in a time of instant gratification ✓ where persevering to overcome challenges isn't celebrated ✓.**

**Having role models that promote imperfection and learning from failure ✓ thus equips children with more realistic ideals that won't have a negative impact on their self-esteem ✓.**

**Modern role models also tend to be self-centered and 'fake' ✓ This teaches children that to be 'liked' and popular and that they should lean more towards being selfish and someone that they are not. ✓**

**Thus, they need role models that encourage them to be an authentic version of themselves ✓ and that building trust in others is important ✓.**

**[15]**

**TOTAL SECTION C: 30  
GRAND TOTAL: 80**