

# LIMPOPO

## PROVINCIAL GOVERNMENT

REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION** 





**MARKS: 100** 

TIME: 2 1/2 hours

Grade 10 Life Orientation Final Examination Term 4

#### **INSTRUCTION AND IFORMATION**

- 1. The paper consists of THREE sections, namely SECTION A, SECTION B AND SECTION C.
- 2. The questions in SECTION A and SECTION B are COMPULSORY.
- 3. Answer any TWO questions in SECTION C.
- 4. Read ALL the questions carefully.
- 5. Number the answers correctly according to the numbering system used in this question paper.
- 6. Write neatly and legibly.

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### SECTION A (COMPULSORY)

Answer ALL questions in this section.

#### **QUESTION 1**

- 1.1 Various options are provided as possible answers to the following questions.

  Choose the correct answer and write only the letter (A-D) next to the question numbers (1.1.1 to 1.1.5), for example, 1.1.6. D.
- 1.1.1 Which of the issues below is not a contemporary social issue?
  - A. Poverty.
  - B. HIV and AIDS.
  - C. Violence.
  - D. Ecological disasters.
- 1.1.2 What is the primary role of SAQA?
  - A. Accrediting tertiary institutions
  - B. Assessing work experience
  - C. Validating qualifications
  - D. Accrediting school attendance
- 1.1.3 If you are a teacher you are part of the following economic sector:
  - A. Primary
  - B. Tertiary
  - C. Secondary
  - D. Quaternary
- 1.1.4 "Self-esteem" refers to:
  - A. the way in which individuals perceive themselves in terms of their abilities, limitations and strengths.
  - B. the way significant others feel about your abilities, limitations and strengths
  - C. the individual's positive relationships
  - D. how the individual satisfies the needs of others
- 1.1.5 The reading skill of moving your eyes quickly over the reading material until you find the piece of information you are looking for.
  - A. Skimming
  - B. speed reading
  - C. concentrated reading
  - D. scanning (5x1) (5)

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- **1.2** Give ONE word/term for EACH of the following descriptions. Write only the word/term next to the question numbers (1.2.1 to 1.2.5).
- 1.2.1 Substances produced by glands and released into the blood where they have different effects on the body. (1)
- 1.2.2 A player who takes a bribe in order to score fewer goals on purpose, is guilty of this practice.
  (1)
- 1.2.3 The use of words/actions e.g., criticism/embarrassment/ shame/manipulation to show control/power over another person that may result in feelings of inferiority/self-doubt/lack of self-confidence/low self-esteem. (1)
- 1.2.4 Understanding and reflecting on one's thoughts, emotions, and behaviours in ways that enable one to recognise personal strengths and weaknesses. (1)
- 1.2.5 Illegally buying people and selling them, especially in another country.(1)
- **1.3** Answer the following questions by writing the answer next to the question numbers (1.3.1 to 1.3.2). Write your answers in full sentences.
- 1.3.1 State TWO reasons why schools should model respect for gender diversity. (2x1) (2)
- 1.3.2 Discuss ONE way in which educators can encourage strategies to enhance self-awareness among their learners. (1x2) (2)

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1.4. Read the source below and answer the questions that follow. Write your answers in full sentences.

### **Communicating Values to Teens**

As young people mature, they learn to distinguish between right and wrong, and develop a sense of fairness and justice by observing the world around them and the actions of those they love and trust. At their core, values are the guiding principles that inform our sense of right and wrong. These deeply held beliefs shape our decisions and enable us to think critically about challenging situations.

[Adapted from https://parentandteen.com Accessed 23 July 2024]

- 1.4.1 Identify TWO social changes adolescents may experience in their relationships with family members. (2x1) (2)
- 1.4.2 Indicate why having a strong value system may assist teenagers in making responsible decisions regarding sexual behaviour. (1 x 2) (2)
- 1.4.3 Explain why critical-thinking skills are important when making lifestyle choices. (1 x 2) (2)

TOTAL SECTION A: 20

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### SECTION B (COMPULSORY)

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

#### **QUESTION 2**

Read the extract below and answer the questions that follow.

# Understanding Your Journey: Making Decisions About Sex, Sexuality, and Future Careers

Adolescence is a time when your sexual feelings and curiosity about <u>sexuality</u> might become more pronounced. Even with this knowledge and awareness of your developing sexuality, making responsible choices in the moment can be difficult.

During this time, you might also begin thinking about your future, including your career choices. The job market is constantly evolving, with emerging demands and changing patterns in careers. It's important to stay informed about these trends, to help you identify future opportunities, ensuring that you make decisions that align with your interests and skills.

That's why it's crucial to talk to someone you trust, educate yourself, and consider what's best for you, ensuring that your decisions are informed and aligned with your personal values.

Remember, you're not alone on this journey. Your experiences, the people around you, and what you learn will shape your choices. <u>Lifelong learning</u>, flexibility, and adaptability are essential, not only in your personal life but also in your future career. Stay open to new knowledge and be ready to retrain and develop yourself as the world changes around you.

[Adapted from https://courses.lumenlearning.com Accessed: 16 August 2024]

- 2.1 Define the term 'sexuality' in the context of adolescence. (1 x 2) (2)
- 2.2 State TWO reasons why making responsible decisions around sexuality might be difficult for adolescents. (2 x 1) (2)
- 2.3 Explain how adolescents could discover changing patterns in careers to help them make decisions about their future. (2 x 2) (4)
- 2.4 Discuss THREE ways in which personal values can help adolescents make responsible decisions about their sexuality. (3 x 2) (6)
- 2.5 Propose TWO lifelong learning strategies that adolescents could put into practice now to help their future careers. In your answer, also indicate how that could benefit them. (2 x 3) (6)

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#### **QUESTION 3**

Read the extract below and answer the questions that follow.



- 3.1 Define the term social justice.
- (1x2)(2)

3.2 Describe ONE cause of discrimination.

- (1x2) (2)
- 3.3 Explain how discrimination can lead to human rights violations.
- (1x2) (2)
- 3.4 Discuss how corruption can cause poor service delivery in South Africa.

(2x2)(4)

- 3.5 Discuss the negative impact of poor service delivery on communities.(2x2) (4)
- 3.6 Propose TWO ways in which we can solve social injustice in South Africa, and provide an outcome for each suggestion. (2x3)(6)

[20]

**TOTAL SECTION B:** 40

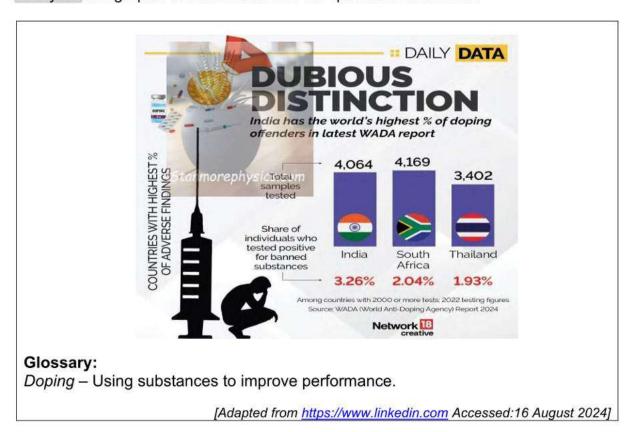
#### SECTION C

Answer any TWO questions in this section.

Your responses must consist of **paragraphs**. Marks will ONLY be allocated for responses written in full sentences.

#### **QUESTION 4**

Study the infographic below and answer the questions that follow.



Write paragraphs on doping.

Use the following as a guideline:

- State FOUR reasons why athletes might make the illegal decision to start doping. (4 x 1) (4)
- Analyse how maladministration in sporting bodies could make it difficult to enforce drug taking laws in sports. (2 x 4) (8)
- Examine TWO skills that may enable the sports industry to effectively stop athletes from doping. (2 x 4) (8)

### **QUESTION 5**

Study the image below and answer the questions that follow.



Write paragraphs on violence in schools.

Use the following as a guideline:

- State FOUR emotional impacts of violence. (4 x 1) (4)
- Analyse TWO reasons for the high level of violent crime in South African communities. (2 x 4) (8)
- Examine TWO practical ways that schools can become involved in promoting a culture of safety and non violence. (2 x 4) (8)
   [20]

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#### **QUESTION 6**

Read the extract below and answer the questions that follow.

NCEA students up down the country are in study mode right now- with final assignments looming after the school holidays, then into exam period. Teacher, author, public speakers and CEO of <a href="Spectrum Education">Spectrum Education</a> Karen Boyes says study skills can also teach life skills.

[Adapted from: www.rnz.co.nz, Accessed on, 21/10/2024]

Write paragraphs on study skills.

Use the following as a guideline:

- State four ways to improve your memory. (4x1) (4)
- Analyse effective study strategies to assist you to be successful in your examination.

  (2x4) (8)
- Examine TWO skills required to ensure success in your studies and in life. (2x4) (8)

[20]

TOTAL SECTION C: 40

GRAND TOTAL: 100



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## PROVINCIAL GOVERNMENT

REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION** 

CAPRICORN SOUTH DISTRICT

**GRADE 10** 

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LIFE ORIENTATION
FINAL EXAMINATION
MARKING GUIDELINES
TERM 4
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**MARKS: 100** 

## SECTION A (COMPULSORY)

#### **QUESTION 1**

- 1.1 Various options are provided as possible answers to the following questions.

  Choose the correct answer and write only the letter (A-D) next to the questio
- 1.1.1 D (√)
- 1.1.2 C (√)
- 1.1.3 B (**√**)
- 1.1.4 B (**√**)
- 1.1.5 D (√)

(5x1) (5)

1.2 Give ONE word/term for EACH of the following descriptions. Write only the word/term next to the question numbers (1.2.1 to 1.2.5).

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- 1.2.1 hormones (**√**)
- 1.2.2 match-fixing (✓)
- 1.2.3 Emotional abuse (✓)
- 1.2.4 self-awareness (✓)
- 1.2.5 invincible/invincibility (✓)
- **1.3** Answer the following questions by writing the answer next to the question numbers (1.3.1 to 1.3.2). Write your answers in full sentences.
- 1.3.1 State TWO reasons why schools should model respect for gender diversity. (2x1) (2)

#### Marks should be awarded as follows:

ONE (✓) mark for ONE response.

#### It could ...

- promote an inclusive environment where all genders are respected by all learners at school. (✓)
- enable learners to exercise empathy/tolerance to people/learners of different sexual orientations. (✓)
- foster respect for gender diversity among learners/the school community. (✓)
- contribute towards combating discrimination/bullying based on gender identity within the school premises. (✓)
- create a supportive atmosphere where learners can thrive academically/socially. (✓)

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- prepare learners to successfully embrace gender diversity in their social environments, including at school. (✓)
- instil positive values to be acted out in different contexts in which they find themselves, e.g., in the workplace/at school/with peers. (✓)
- promote the creation of a harmonious society in which there is equality/understanding among members of the community. (
- encourage self-acceptance/reduce stigma associated with non-conforming gender identities. (

### Any TWO of the above for ONE mark each

1.3.2 Discuss ONE way in which educators can encourage strategies to enhance self-awareness among their learners. (1x2) (2)

#### Marks should be awarded as follows:

TWO (√√) marks for a well-explained response.

#### Educators can...

- encourage learners to keep journals (✓) as this practice helps them understand/reflect on their emotions/strengths/areas for improvement. (✓)
- introduce mindfulness activities (✓) as these practices help learners become
  more aware of their thoughts in the present moment. (✓)
- guide students in setting goals (✓) as this allows learners to reflect on their progress/identify the steps needed to achieve them. (✓)
- provide opportunities for learners to assess their work/performance (✓) as this
  will encourage them to identify their strengths and weaknesses/to think
  critically about how they can improve. (✓)
- create a supportive environment where learners can receive constructive feedback from their peers (✓) as this helps them gain different perspectives.(✓)
- facilitate group discussions on topics related to personal growth (✓) which will
  encourage learners to share their thoughts/listen to others, fostering a deeper
  understanding of themselves. (✓)

Any ONE of the above for TWO marks (i.e. ONE mark for statement and ONE mark for qualifier/outcome)

1.4

1.4.1 Identify TWO social changes adolescents may experience in their relationships with family members. (2x1) (2)

#### Marks should be awarded as follows:

ONE (✓) mark for ONE response.

### They may ...

- constantly get into conflict with parents/guardians over trivial things due to increased sensitivity/emotional intensity. (✓)
- seek greater independence/the desire for autonomy/greater privacy/personal space. (✓)
- withdraw from others to explore their evolving identities/relationship with others. (✓)
- challenge traditional family roles. (✓)
- often be involved in power struggles with parents. (✓)
- become more reliant on peer relationships. (✓)
- experience strained communication with parents. (✓)
- develop increased sensitivity to criticism/judgement from family members. (✓)

Any TWO of the above for ONE mark each

1.4.2 Indicate why having a strong value system may assist teenagers in making responsible decisions regarding sexual behaviour. (1 x 2) (2)

#### Marks should be awarded as follows:

TWO  $(\checkmark \checkmark)$  marks for a well-explained response.

#### It could ...

- provide a moral compass, (✓) so that they may constantly be guided to make informed sexual decisions. (✓)
- shape/inform certain types of attitudes (✓) through which intimate relationships could be viewed. (✓)
- foster the development of healthy relationships (✓) to promote mutual understanding/communication/respect. (✓)
- instil mutual respect, (✓) thereby reducing risks of coercion/unsafe practices.
   (✓)
- promote self-respect/self-esteem/asserting boundaries/making informed choices (✓) making teens more likely to prioritise their physical and emotional well-being/avoid behaviours that may compromise their health/safety. (✓)

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contribute to understanding the consequences of sexual behaviour (✓) encouraging teens to engage in respectful/consensual interactions. (✓)

Any ONE of the above for TWO marks

(i.e. ONE mark for statement and ONE mark for qualifier/outcome)

1.4.3 Explain why critical-thinking skills are important when making lifestyle choices.  $(1 \times 2)(2)$ 

#### Marks should be awarded as follows:

TWO  $(\checkmark \checkmark)$  marks for a well-explained response.

### It could enable them to ...

- gather/assess relevant information before making decisions (✓) by ensuring that choices are based on accurate information. ( )
- evaluate potential risk factors/benefits (✓) which may allow for more balanced/thoughtful decisions/decisions that consider both short-term and long-term life consequences. (✓)
- evaluate the potential health impacts of their lifestyle choices (✓) thereby making it easier for them to take decisions that may enhance overall wellbeing/choice regarding one's health. (✓)
- consider their ethical principles (✓) which may ensure that their lifestyle choices align with their values. (✓)
- consider their long-term plans/future when setting goals. (✓) This perspective helps ensure that lifestyle choices contribute to sustained success. ( )
- navigate interpersonal relationships more effectively (✓) which enables them to make choices that promote healthy/supportive/respectful interactions. (✓)

Any ONE of the above for TWO marks

(i.e. ONE mark for statement and ONE mark for qualifier/outcome)

TOTAL SECTION A:

20

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#### SECTION B (COMPULSORY)

#### **QUESTION 2**

2.1 Define the term 'sexuality' in the context of adolescence. (1 x 2) (2)

#### Marks should be awarded as follows:

TWO (✓✓) marks for the correct definition.

### Sexuality is...

- the way adolescents express their sexual feelings/desires/orientation (✓) as part of their developing identity. (✓)
- the exploration of sexual attraction/interests/relationships (✓) that occur
  during the adolescent years. (✓)
- the recognition of one's sexual identity/preferences/orientation (✓) influenced by emotional/psychological/social factors during adolescence. (✓)

Any ONE of the above for TWO marks (i.e. ONE mark for statement and ONE mark for qualifier/explanation)

# 2.2 State TWO reasons why making responsible decisions around sexuality might be difficult for adolescents. (2 x 1) (2)

#### Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

#### They could...

- face peer pressure to engage in sexual activities before they are ready. (✓)
- experience conflicting messages from media/friends/family about sexuality.
   (✓)
- have limited access to accurate/comprehensive sexuality education. (✓)
- struggle with managing their emotions/desires around sex. (✓)
- fear judgment/rejection from their peers if they make conservative choices.
   (✓)
- lack role models who demonstrate healthy sexual decision-making. (✓)
- be influenced by substance use. (✓)
- feel confused about their sexual identity/orientation. (✓)
   Any TWO of the above for ONE mark each

# 2.3 Explain how adolescents could discover changing patterns in careers to help them make decisions about their future. (2 x 2) (4)

#### Marks should be awarded as follows:

TWO (✓✓) marks for a well-explained response.

### They could...

- research emerging industries/job trends online (✓) which might provide insights into future career opportunities/areas of growth. (✓)
  - attend career fairs/workshops (✓) which could offer firsthand information from professionals about evolving career paths/required skills. (✓)
  - seek guidance from career counsellors (✓) which might help them understand
    the changing demands of the job market to align their interests accordingly.
     (✓)
  - network with professionals in various fields (✓) which might give them a better understanding of how different careers are evolving/what opportunities may arise. (✓)
  - explore internships/job shadowing opportunities (✓) which could provide realworld insights into how certain industries are changing. (✓)
  - stay informed about technological advancements (✓) which might affect the types of skills that will be in demand in future job markets. (✓)
  - read industry-specific publications/reports (✓) which could offer detailed analysis of career trends/help them make informed decisions about their future. (✓)

Any TWO of the above for TWO marks each (i.e. ONE mark for statement and ONE mark for qualifier/explanation)

2.4 Discuss THREE ways in which <u>personal values</u> can help adolescents make responsible decisions about their sexuality. (3 x 2) (6)

#### Marks should be awarded as follows:

TWO  $(\checkmark\checkmark)$  marks for a well-explained response.

#### It could ...

- guide adolescents to prioritise consent (✓) which might help them make decisions that respect their own boundaries/those of others. (✓)
- encourage adolescents to wait until they are emotionally ready (✓) which could help them make choices that align with their sense of self/readiness. (✓)
- lead adolescents to seek relationships based on mutual respect (✓) which
  might ensure that their decisions foster healthy/supportive connections. (✓)

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- help adolescents resist peer pressure (✓) which could empower them to make choices that align with their personal beliefs rather than external influences. (V)
- promote honest communication with partners (✓) which might lead to more informed/mutually agreed-upon decisions about sexual activity. (✓)
- encourage self-respect/self-care (✓) which could result in making decisions that avoid risky sexual behaviours/protect their well-being. (✓)
- motivate adolescents to seek accurate information about sexual health (✓) which might help them make informed decisions regarding contraception/STI prevention. (✓)
- lead adolescents to consider the emotional consequences of sexual activity (✓) which could help them make thoughtful decisions that are aligned with their emotional needs/long-term goals. (✓)

Any THREE of the above for TWO marks each (i.e. ONE mark for statement and ONE mark for qualifier/explanation)

2.5 Propose TWO lifelong learning strategies that adolescents could put into place now to help their future careers. In your answer, also indicate how that could benefit them.  $(2 \times 3) (6)$ 

#### Marks should be awarded as follows:

THREE  $(\checkmark\checkmark\checkmark)$  marks for a well-explained response.

#### They could...

- enrol in online courses/workshops, (✓) which could help them gain new skills/knowledge relevant to their career interests, (✓) and in doing so, they could enhance their qualifications/make themselves more attractive to future employers. (✓)
- participate in internships/volunteer work, (✓) which could provide them with practical experience/insights into different career fields, (✓) and in doing so, they could develop a better understanding of their career preferences/build a professional network. (✓)
- regularly read books/articles/journals related to their career interests, (✓) which could keep them informed about the latest developments in their chosen field, (✓) and in doing so, they could stay ahead of the curve/be more prepared for future changes in the industry. (<)
- join organisations related to their career goals, (✓) which could offer them opportunities to engage in relevant activities/connect with like-minded peers. (✓) and in doing so, they could develop leadership skills/gain experiences that are valuable to their career growth. (✓)
- set personal learning goals/track their progress, (✓) which could help them stay motivated to achieve their objectives, (✓) and in doing so, they may

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cultivate a habit of self-discipline/time management that is essential for career success. (✓)

- seek mentorship from professionals in their desired field, (✓) which could provide them with guidance/support based on real-world experiences, (✓) and in doing so, they could gain valuable insights to help them make informed career decisions. (✓)
- learn a new language/improve existing language skills, (✓) which could open
  up opportunities to work in different countries (✓) and in doing so, they could
  increase their employability/adaptability in a global job market. (✓)
- participate in extracurricular activities that develop soft skills, (✓) which could
  be essential for career success across various fields, (✓) and in doing so, they
  could enhance their ability to handle workplace challenges effectively. (✓)

Any TWO of the above for THREE marks each (i.e. ONE mark for statement, ONE mark for the qualifier and ONE mark for the outcome)

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[20]

#### **QUESTION 3**

## 3.1 Define the term social justice.

(1x2)

- Redressing the situation ✓ whereby people with fewer choices that often suffer the most from discrimination. ✓
- Redistribution

  ✓ of wealth, opportunities and privileges in a society. ✓

#### 3.2 Describe ONE cause of discrimination.

(1x2)

- People are often ignorant of other people's ways of living, ✓ which may lead them to develop hateful viewpoints based on false beliefs. ✓
- Authority figures often have political agendas and spread false information about others, ✓ which may lead followers to believe the false information and act violently towards the victims. ✓
- Some people are greedy, ✓which may lead them exploit others to get what they want. ✓
- Extremely isolated societies hate/fear diversity. ✓ Which may lead them to ostracise/cast out anyone that do not conform to their way of live. ✓

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- Social media and other forms of media may be used by political leaders to spread propaganda, ✓ which may rile people up to become violent towards other people during a civil war. ✓
- Human beings are naturally fearful of the unknown to protect themselves, ✓ which may lead them to be hesitant towards accepting strangers. ✓

### 3.3 Explain how discrimination can lead to human rights violations. (1x2)

- When you think people with disabilities are unable to perform normal tasks, ✓ which lead to denying them career opportunities. ✓
- Thinking men are better at certain skills than women and vice versa, ✓
   which can lead to denying boys/girls opportunities in life/ an education.
- When you believe that one race/ethnicity is better than another race, ✓
  which can lead to violence/threats to a person's security of
  person/threats to life. ✓
- Thinking that your religion is better than another religion, ✓ which can lead to denying them from practicing their religion. ✓
- You can think less of certain sexual orientations, ✓ which lead you to treat them without dignity by making derogatory statements/stigmatize them. ✓
- You may have biased thinking towards certain groups/associations of people, ✓ which may lead you to denying them access to courts/information/administrative action. ✓

# 3.4 Discuss how corruption can cause poor service delivery in South Africa. (2x2)

- Tax-payer money meant for public service projects is misused/stolen,
   ✓which lead to a lack of healthcare/education/administration/water and sanitation.
- Incompetent people are hired in positions of power or public service, ✓
  which lead to work being done poorly/low quality service being
  delivered. ✓
- Improper tender processes are followed/procurement of tender projects
  are untransparent and not according to protocol, ✓ which lead to
  delays in projects meant to serve the public/non-finishing of public
  service projects/buildings. ✓



 Corruption lead to bad reputations of businesses that deter foreign investment, ✓ which means that less money will enter the country/economy that can be used to serve the public. ✓

Transport systems are damaged due to a lack of maintenance by incompetent municipalities resulting from corrupt hiring practices, ✓ which lead to goods not being delivered to communities in time. ✓

 Corrupt dealings may lead to short cuts being taken in the manufacturing of goods and services, ✓ which lead to poor quality goods and services being delivered to communities. ✓

# 3.5 Discuss the negative impact of poor service delivery on communities. (2x2) Stanmorephysics.com

- Low quality healthcare due to understaff and lack of medicines and equipment. ✓ Which lead to death. ✓
- No clean water and sanitation in communities, ✓ which lead to the spread of diseases. ✓
- Poor road quality due to a lack of maintenance, ✓ which lead to accidents and loss of life. ✓
- Poor infrastructure in communities, ✓ lead to a lack of electricity/communities cannot produce crops for food without water. ✓
- Scarcity of access to food and other essential goods in stores, ✓ which
  can lead to malnutrition. ✓
- No access to security services or quality policing services, ✓ which lead
  to fear in communities/loss of property as a result of stealing. ✓
- Little maintenance of drain systems can lead to flash floods, ✓ which lead to drownings. ✓
- People are left without homes as housing projects are stalled, ✓ which
  expose them to the dangers of the elements. ✓

# 3.6 Critically discuss TWO ways in which we can solve social injustice in South Africa. And provide an outcome for each suggestion. (2x3)

Lobby campaign for a change in government policy, ✓ which can put
pressure on the government to change laws that will promote fair,
rational, feasible redistribution practices, ✓ and this may lead to more
people being uplifted out of extreme poverty. ✓

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Become whisteblowers when observing corruption,  $\checkmark$  which may expose acts of corruption that will steal money and services meant for public use,  $\checkmark$  and this may ensure that tax payer money is spent in more beneficial ways to benefit the community.  $\checkmark$ 

- Volunteer your time and skills to local community organisations,

  ✓which may relieve pressure on overburdened staff and services, ✓

  and this may improve the lives of individuals in the community. ✓
- Start entrepreneurship programmes/businesses in the community, ✓ which increase employment opportunities, ✓ and this may facilitate upward social mobility for all individuals in the community. ✓
- Communities must take control and oversight responsibilities over community projects, ✓ which allow proper monitoring of spending practices, ✓ and this can ensure that resources meant for the poor are not wasted or stolen. ✓
- People must invest money, time and skills back into their communities through donations to schools, business investments and community organisations and infrastructure, ✓ which may stimulate economic and social growth in the community, ✓ and this can ensure that young people have a better future. ✓

[20]

TOTAL SECTION B: 40

#### SECTION C

#### NOTE TO THE TEACHER:

 in this Section, candidates answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4,3,2 and 1 or a 0 (zero) depending on the level of answers given.

#### **QUESTION 4**

State FOUR reasons why athletes might make the illegal decision to start doping.

(4 x 1) (4)

#### Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

#### They could...

- seek to enhance their performance/gain a competitive edge over others. (✓)
- feel pressured to meet the high expectations of coaches/sponsors/fans. (✓)
- believe that others are already gaining a competitive edge by doping. (✓)
- want to recover more quickly from injuries to return to training/competition sooner. (
- experience low self-confidence/self-esteem with regard to their performance.
- chase financial rewards/endorsements/career opportunities that come with success. (✓)
- lack awareness of the health risks/consequences of doping. (✓)
- be influenced by teammates/coaches/mentors who encourage doping. (✓)
- succumb to the stress/pressure of maintaining peak performance in a highly competitive environment. (
- desire to extend their athletic careers by maintaining high levels of performance as they age. (✓)

Any FOUR of the above for ONE mark each

Analyse how <u>maladministration</u> in sporting bodies could make it difficult to enforce drug taking laws in sports. (2 x 4) (8)

#### Marks should be awarded as follows:

FOUR ( \( \sqrt{ \qq}}} \sqrt{ \sq}}}}} \sqrt{ \sq}}}} \sqrt{ \sqrt{ \sqrt{ \sqrt{ \sqrt{ \sqrt{ \sqrt{ \sqrt{ \sq}}} \sqrt{ \sq}}} \sqrt{ \sqrt{ \sqrt{ \sqrt{ \sq}} \sqrt{ \squiptit{ \sq \q \sq \sq}} \sqrt{ \sqrt{ \sqrt{ \sq}}} \sqrt{ \sqrt{ \sq}}}} \sq

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#### It could ...

- lead to inconsistent application of drug testing policies, (✓) by allowing biases/personal interests to interfere with testing procedures, (✓) which could result in some athletes being unfairly targeted/ignored, (✓) and that may undermine the integrity of drug enforcement in sports. (✓)
- create a lack of transparency in decision-making processes, (✓) by obscuring
  the criteria used to select athletes for testing/the handling of positive test
  results, (✓) which could erode trust among athletes/the public, (✓) and that
  may reduce compliance with drug-taking laws. (✓)
- result in inadequate funding for anti-doping programs, (✓) by diverting
  resources away from drug testing/education initiatives, (✓) which could lead to
  fewer tests being conducted/a lower detection rate, (✓) and that may
  encourage athletes to take risks with drug use. (✓)
- allow corruption to influence enforcement actions, (✓) by enabling officials to accept bribes/favours in exchange for leniency with regards to violations, (✓) which could create an uneven playing field where some athletes benefit from avoiding detection, (✓) and that may foster a culture of cheating in sports. (✓)
- cause delays in processing/acting on positive drug tests, (✓) by failing to
  establish efficient procedures for handling violations, (✓) which could result in
  athletes continuing to compete while investigations are ongoing, (✓) and that
  may dilute the effectiveness of drug-taking laws. (✓)
- hinder effective communication with international anti-doping agencies, (✓) by failing to adhere to standardised protocols/share critical information, (✓) which could lead to inconsistencies in enforcement across different sporting events, (✓) and that may weaken efforts to create a broader reach to combat drug use in sports. (✓)
- lead to inadequate training of staff on anti-doping procedures, (✓) by
  neglecting to provide comprehensive education on detecting/handling drug
  use, (✓) which could result in errors during testing, (✓) and that may allow
  athletes to evade detection. (✓)
- foster a lack of accountability among sporting officials, (✓) by failing to implement checks and balances to monitor their actions, (✓) which could enable a disregard for enforcing drug-taking laws, (✓) and that may ultimately damage the reputation and fairness of sports. (✓)

#### Any TWO of the above responses for FOUR marks each

(i.e. To be awarded the full FOUR marks for an <u>ANALYSIS</u> question candidates must: give a statement,  $(\checkmark)$  elaborate on the statement,  $(\checkmark)$  qualify the statement  $(\checkmark)$  and give an outcome.  $(\checkmark)$ )

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Critically discuss skills that may enable the sports industry to effectively stop athletes from doping. (2 x 4) (8)

#### Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well-explained response.

### The sports industry could ...

- require strong analytical skills, (✓) by enabling professionals to interpret data from drug tests/monitor performance metrics, (✓) which could help identify suspicious patterns of performance enhancement, (✓) and that may assist in detecting potential doping cases early on. (✓)
- emphasise ethical decision-making skills, (✓) by ensuring that sports
  professionals adhere to principles of fairness, (✓) which could guide them in
  making impartial/morally sound decisions, (✓) and that may promote a culture
  of honesty/discourage doping among athletes. (✓)
- seek excellent communication skills, (✓) by allowing professionals to effectively convey the risks/consequences of doping to athletes, (✓) which could increase awareness of anti-doping policies, (✓) and that may lead to greater compliance with drug-free practices. (✓)
- require proficiency in research skills, (✓) by equipping professionals to stay
  updated on new doping substances/methods, (✓) which could enhance their
  ability to prevent emerging forms of doping, (✓) and that may help keep antidoping measures ahead of new threats. (✓)
- value strong leadership skills, (✓) by enabling professionals to set an
  example/enforce strict anti-doping policies within sports organisations, (✓)
  which could inspire everyone involved to uphold high standards of conduct,
  (✓) and that may strengthen the overall commitment to clean sports. (✓)
- prioritise conflict resolution skills, (✓) by helping professionals address disputes/concerns related to doping allegations/accusations, (✓) which could facilitate transparent handling of cases, (✓) and that may maintain trust among athletes/officials. (✓)
- demand strong investigative skills, (✓) by equipping professionals to conduct thorough investigations into doping allegations, (✓) which may ensure that those involved in doping are held accountable, (✓) and that may deter others from engaging in similar activities. (✓)

## Any TWO of the above for FOUR marks each

(i.e. To be awarded the full FOUR marks for <u>DISCUSS</u> question candidates must: give a statement, ( $\checkmark$ ) elaborate on the statement, ( $\checkmark$ ) qualify the statement ( $\checkmark$ ) and give an outcome. ( $\checkmark$ ))

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### **QUESTION 5**

#### State FOUR emotional impacts of violence.

 $(4 \times 1) (4)$ .

- Guilt will always have self blame for the violence (✓)
- Insomnia the victim will have problems in sleeping (✓)
- Social withdrawal or loneliness(✓)
- Difficulties in school(✓)
- Mental health issues (depression, anxiety, low self-esteem) (✓)
- Behavioral issues (aggression, acting out, lying) (✓)

# Analyse TWO reasons for the high level of violent crime in South African communities. (2 x 4) (8)

- Thereis ahigh level of unemployment in the country ✓ due to companies not providing enough jobs and there not being enough skilled labor available ✓ causing people to be desperate for income ✓ which can lead to frustration, anger and violent crime ✓
- Theconsumption and abuse of alcohol ✓ within the county is the highest amongst the different nations in the world√ causing many men in the country to be very aggressing and violent √and is seen as a direct cause or contributing factor in many murder cases √
- Children who grow up in families characterised by violence ✓ as South africa
  has a very high rate of family abuse towards women and children ✓ which
  internalises the acceptability of violence ✓ increasing their potential to become
  violent when they become older ✓

# Examine TWO practical ways that schools can become involved in promoting a culture of safety and non violence. (2 x 4) (8)

- Educate the learners at the school about how to resolve conflict without violence ✓ providing them free online courses ✓ or online courses so that they do not grow up believing violence is a solution ✓ creating a cultire of safety within the community ✓
- Havepolice come and talk to the learners about self defence √, where to report violence and how to manage it √ so that if it happens to them they know what to do within the situation√ leading to more violent actions being reported and dealt with acroding to the law√
- Haveanefficient and confidential system of reporting bullying and violence at school ✓ where learners have both the access and encouragement to report such incidences ✓ so that learners will be encouraged to get help make aware of such instances ✓ leading to more accurate reporting and accountability being taken ✓

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#### **QUESTION 6**

## State four ways to improve your memory.

(4x1)

- Be physically active every day√
- Spend time with others√
- Stay organized√
- Sleep well get enough sleep. ✓
- eat a healthy diet√

# Analyse the effective study strategies to assist you to be successful in your examination. (2x4)

- Make a study schedule/plan, ✓ when making a study schedule, look at your planner and think about what needs to be accomplished. ✓ Think about the types of questions that will be on the test and the topics that will be covered so you know what you should focus on. ✓ this will make you ready for the examination resulting in you being successful. ✓
- Ask questions if you don't understand ✓raise your hand and ask questions if you don't understand something. If you don't feel comfortable asking in front of everyone, ✓write yourself a reminder to talk to the teacher after class. This will make you understand more ✓making it easy in examination and you will be successfull.✓
- Make sure notes are complete ✓ writing clear and complete notes in class will help you process the information you are learning. ✓ These notes will also become study notes that can be reviewed before a test. Talk to friends or the teacher ✓ if you have missed a class to ensure your notes are complete and this will make you understand your content and easy for you to pass your examination. ✓
- Steer clear of distractions ✓, distractions are everywhere—from cell phones to social media to friends. ✓ Be aware of what distracts you in class and know how to steer clear of these distractions. Avoid sitting next to friends if you know they will distract you. ✓ Turning off your cell phone will also help make sure you are paying attention to your teacher. ✓
- Pay attention in class ✓ It's important to concentrate and avoid distractions
  when the teacher is speaking. Practice active listening ✓ by concentrating on
  what's being said and taking notes in your own words. ✓ This will help make
  sure you hear (and understand) what is being taught in class. ✓
- Get organized ✓ carry a homework planner at all times. ✓ Entering homework, projects, tests and assignments as soon as they are assigned will make sure they aren't forgotten about, this will help you not to miss any task there bu

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giving you the advantage to understand your content which will make it easy to be successful in your examination. ✓

# Examine TWO the skills required to ensure success in your studies and in life. (2x4)

- Make a commitment to academic study ✓to be successful, you should make an intentional choice to make the most of your classes and assignments. ✓ If you are committed you will push yourself to study ✓making it easy for you to be successful in your academics and even in life. ✓
- Manage your time wisely ✓ as this will give you enough time to balance your
  aspect of life. ✓ You will have time for studies, time for family and friends and
  time for sports and time for spiritual well-being ✓this will make you successful
  as you will have a health balance lifestyle. ✓
- Set yourself up for success ✓ by setting realistic goals ✓ that will motivate you everyday to work hard to achieve the goal. ✓ When having goals you prioritize things that are more important and in doing so you will be successful in your studies and life. ✓

## Any TWO of the above for FOUR marks each

(i.e. To be awarded the full FOUR marks for an <u>EVALUATION</u> question candidates must: give the first statement, ( $\checkmark$ ) and qualify it ( $\checkmark$ ). Additionally, the learner should give another statement ( $\checkmark$ ) and qualify that statement. ( $\checkmark$ ))

[20]

TOTAL SECTION C: 40

GRAND TOTAL: 100