



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION



MOPANI WEST

LIFE ORIENTATION

GRADE 11

Stanmorephysics.com

PROJECT:90 MARKS

TERM 3: 2024

This project consists of 3 pages including the cover page.

NOTE TO EDUCATOR: Distribute the project to the learners during the 3rd week of July 2024 and mediate it to them in one period. Let the learners research and write the project at home. Facilitate the completion of the project in class after FOUR weeks, i.e. 3rd week of August.

TOPIC	DEVELOPMENT OF THE SELF IN SOCIETY
SUB-TOPIC	<ul style="list-style-type: none"> Addressing risky behaviour and situations with regard to teenage suicides amongst youths. Risky behaviour and situations: Substance abuse and abuse, unsafe sexual behaviour, risk of pregnancy, teenage suicides, poor hygiene and dietary habits, unsafe road use.

PURPOSE	<ul style="list-style-type: none"> Investigate impact of teenage suicide. Role played by government in combating teenage suicide Suggest practical solutions to address teenage suicide Assess the value of positive role models in one's behaviour
CRITICAL QUESTIONS/ISSUES	Investigate impact of suicides in the community.
FORMS OF ASSESSMENT	Research Project
Marks	90
DURATION	Four weeks
INSTRUCTIONS	<ul style="list-style-type: none"> Your project must have a cover page, table of contents and bibliography. Write a heading or the sub topic when answering the questions and skip a line in between your answers. Write neatly. Number your answers as the same numbering that appear on the question paper. Mark allocation guides you on the length of your answer/s.

**RISKY BEHAVIOUR AMONGST TODAY'S YOUTH:
TEENAGE SUICIDES**

Cover page:1 mark
Table of contents :2 marks.
Introduction

- 1.1. Define the concept teenage suicide and explain why it is important for teenagers to investigate it. (1+4) (5)
- 1.2. Identify and discuss five factors causing teenage suicide among the youth. (5x3) (15)

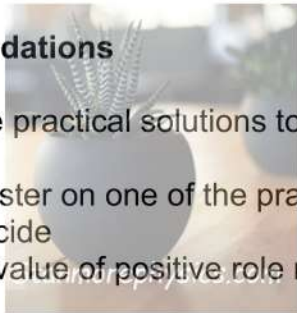
1.3 Impact of teenage suicides

- 1.3.1. Examine the impact of teenage suicides on the different spheres of well being by conducting interviews with at least four teenagers. (4x1) (4)
 - Include the written evidence of each interview. Interviewees should be kept anonymous. (4x3)12
 - Summarise your findings. Refer to the following spheres of well being



- Social
- Emotional
- Physical
- Spiritual

- | | | |
|--------|--|---------------|
| 1.3.2. | Evaluate the impact of teenage suicide on your family and community at large. | (2x2) (4) |
| 1.4. | State five benefits of educating teenagers about teenage suicides | (5x1) (5) |
| 1.5. | Critically discuss role played by government in combating teenage suicide | (5X2)(10) |
| 1.6. | Recommendations | |
| 1.6.1 | Suggest five practical solutions to address teenage suicide | (5x2)
(10) |
| 1.6.2. | Design a poster on one of the practical solutions to address teenage suicide | (10) |
| 1.6.3. | Assess the value of positive role models in one's behaviour | (4x2) (8) |
| 1.7. | Bibliography | |
| | Include bibliography according to an acknowledged reference technique. Use a minimum of four different resources used to conduct research. | (4) |





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PROJECT MARKING GUIDELINES

TERM 3: 2024

This marking guidelines consist of six pages including the addendum for question 1.6.2.

Introduction

Cover page :1 mark ✓

Table of contents:2 marks. ✓✓

- 1.1. **Define the concept teenage suicide and explain why it is important for teenagers to investigate it.** (1+4) (5)
 Teenage suicide is when a young person deliberately takes his own life ✓
It is important for teenagers to investigate it
- avoid risky situations ✓ which may lead them to take their own life. ✓
 - control their own behaviour ✓ so that they can make better life style choices. ✓
- 1.2. **Identify and discuss five factors causing teenage suicide among the youth.** (5x3) (15)



- **poor self-esteem**✓: a young person with low self-esteem may not be assertive✓ to say no to suicidal thoughts✓.
- **media**✓: **movies** and television project a wide range of risky behaviour✓ in a glamorous and admirable ways✓.
- **peer pressure**✓: research shows that risk taking among teens double when peers are around✓. Some teens want to fit in and end up committing suicide. ✓
- **unhealthy optimism**✓: teens think that negative outcome will never happen to them✓ and negative consequences don't deter them. ✓
- **brain power**✓: teens are impulsive and make emotional decisions✓ without thinking about the consequences, lack experience. ✓



1.3 **Impact of teenage suicides**

1.3.1. **Examine the impact of teenage suicides on the different spheres of well-being by conducting interviews with at least four teenagers.** (4x1) (4)

- **Include the written evidence of each interview. Interviewees should be kept anonymous.**

MARKING GUIDELINES FOR EVIDENCE OF INTERVIEWS		
0-1	2-3	4
No evidence of interviews Evidence includes ONE interview only	Evidence includes TWO/THREE interviews	Evidence includes four interviews

- **Summarise your findings. Refer to the following spheres of well being** (4x3)12
 - Social
 - Emotional
 - Physical
 - Spiritual



Marking guidelines for summary		
0-2	3-9	4-12
No summary (0) One sphere summarised (1)	Three spheres summarised (3) All three spheres well explained (3x2)	Four spheres summarised (4) All four spheres well explained(4x2) (8)

- 1.3.2. **Evaluate the impact of teenage suicide on your family and community at large.** (2x2) (4)
- Family become depressed ✓ and are shattered emotionally. ✓
 - Communities lose future leaders ✓ who would have contributed in uplifting community. ✓
- 1.4. **State five benefits of educating teenagers about teenage suicides** (5x1) (5)
- Building resilience.
 - Awareness on warning signs.
 - Encouraging positive self-esteem.
 - Value healthy life style.
 - To associate with supportive people.
- 1.5. **Critically discuss role played by government in combating teenage suicide** (5X2)(10)
- Curriculum based programmes ✓ are not reaching youth in rural areas. ✓
 - Suicidal screening programmes ✓ are only available in cities. ✓
 - Referrals of teens showing signs take long ✓ due to shortage of psychologists in our hospitals. ✓
 - Most school teachers do not have knowledge and training ✓ to deal with teen suicide effectively. ✓
 - Societal ills in our communities overshadow programmes ✓ initiated by various government departments like health and education. ✓
- 1.6. **Recommendations**
- 1.6.1 **Suggest five practical solutions to address teenage suicide** (5x2) (10)
- Seek help as soon as you experience overwhelmingly negative feelings thoughts ✓ in order to prevent yourself from hurting yourself. ✓
 - Be informed about the consequences of attempted suicides ✓ thereby you will not have to live with consequences of unnecessary harm inflicted on your vital organs. ✓
 - Develop skills to be more self-confident in who you are ✓ and stay true to yourself. ✓



- Associate yourself with people who value you and stay away from negative people. ✓
- Develop a hobby ✓ to avoid the boredom. ✓

1.6.2. **Design a poster on one of the practical solutions to address teenage suicide** (10)

N.B. Marking guidelines attached to the next page.

1.6.3. **Assess the value of positive role models in one's behaviour.** Teenagers who are positive role models are likely to: (4x2) (8)

- develop a better self-esteem ✓ which may help them to perform better at school. ✓
- avoid drug and alcohol abuse ✓ as they learn from these role models that there are more constructive ways to overcome difficulties in life. ✓
- develop positive habits ✓ which may lead to achieving success in life. ✓
- develop essential life skills (e.g. anger management, conflict resolution) ✓ which will enable them to handle life's challenges better. ✓

1.7. **Bibliography**

Include bibliography according to an acknowledged reference technique. Use a minimum of four different resources used to conduct research. (4)

Criteria	3-4	1-2	0
bibliography	3 or 4 sources indicated.	1 or 2 sources indicated	No bibliography