

SCHOOL LETTERHEAD/LOGO



SCHOOL BASED ASSESSMENT

GRADE 8

**LIFE ORIENTATION PROJECT
AUGUST/SEPTEMBER 2024**

MARKS: 70

TIME: 3 hours (3 weeks)

This question paper consists of 4 pages.

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.


- 1 This Project consists of FOUR Questions.
- 2 All questions are compulsory.
- 3 Read the instructions of every question CAREFULLY before responding.
- 4 Collect data, resources and information outside contact time to perform the task.
- 5 Learners should do the whole task consisting of 70 marks divided into sub-topics.
- 6 The task should be done at school under the supervision of the teacher.
- 7 Number your answers correctly.
- 8 Write neatly and legibly.

PART A

Exploring school Subjects and Career choice.

QUESTION 1

Choose the school subject that interests you most (e.g Mathematics, Science, Language etc.) Consider your strengths, abilities and interests in this subject. Imagine you are planning to pursue a career related to this subject.

- 
- 1.1 Describe your favourite school subject and why you enjoy it. (1)
 - 1.2 Identify your strengths and abilities in this subject. (1)
 - 1.3 Reflect on how your learning style (practical, theoretical, individual or group) influences your performance in this subject. (1)

PART B

- 1.4 List three career categories related to your chosen subject. (3)
- 1.5 Describe the thinking and learning style required for each career category. (3)

PART C

Decision making process

- 1.6 Outline the steps you would take to choose a career category that suits your strengths, abilities, interests and personality. (5)

PART D

- 1.7 Create a visual presentation that showcases your chosen subject, career categories and the thinking and learning skills required for each. Include images, symbols or icons to make it visually appealing (5)

[19]

QUESTION 2

Environmental health issues.

Certainly! Being kind to the environment is crucial for the well-being of our planet and future generations.

- 2.1 When is the earth day observed internationally?. (1)
- 2.2 Conduct a research on how the following activities can be effective in environmental preservation?.



- 2.2.1 Planting trees. (2)
- 2.2.2 Litter-picking. (2)
- 2.2.3 Conserving energy (2)
- 2.2.4 Starting a garden patch (2)
- 2.2.5 Reduce, Re-use and Recycle (RRR) (2)
- 2.3 Name and explain 4 laws (legislation) protecting environmental health. (8)



[19]

QUESTION 3

Write the following acronyms in full:

- 3.1.1 HIV (1)
- 3.1.2 AIDS (1)
- 3.2 Describe two prevention methods for HIV transmission and one for COVID 19 (6)
- 3.3 Describe how medication and diet contribute to healthy living (4)
- 3.4 Design a healthy living program incorporating medication, diet and exercise. (6)
- 3.5 Propose 4 ways to support individuals in coping with grief, trauma, loss and crises. (8)

[26]

QUESTION 4

Nation-building.

- 4.1 Explain at least two ways to promote nation-building in different contexts. Attach pictures to support your statements? (6)

[6]

GRAND TOTAL: 70



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SCHOOL BASED ASSESSMENT

GRADE 8



Stanmorephysics.com

**LIFE ORIENTATION PROJECT
MARKING GUIDELINES**

AUG/SEPT 2024

MARKS: 70

These marking guidelines consist of 7 pages.

Marking guidelines

QUESTION 1

MARKING GUIDE

| PART A | Description | Total Marks | Learner Mark |
|--------|--|-------------|--------------|
| | Describe your favorite school subject and why you enjoy it. (learner's own response) | 1 | |
| | Identify your strengths and abilities in this subject. (learner's own response) | 1 | |
| | Reflect on how your learning style (practical, theoretical, individual or group) influences your performance in this subject. (learner's own response) | 1 | |
| | | [3] | |
| PART B | Description | Total Marks | Learner Mark |
| | List three career categories related to your chosen subject (learner's own response) | 3 | |
| | Describe the thinking and learning skills required for each career category (3) (learner's own response) | 3 | |
| | | [6] | |

| PART C | DESCRIPTORS | | | |
|--|---|--|--|---|
| 1.6 | | | | |
| CRITERION | Needs improvement | Fair | Good | Excellent |
| Outline the steps you would take to choose a career category that suits your strengths, abilities, interests and personality | Fails to outline the steps you would take to choose a career category that suits your strengths, abilities, interests and personality | Displays limited knowledge of outlining the steps you would take to choose a career category that suits your strengths, abilities, interests and personality | Shows adequate knowledge of outlining the steps you would take to choose a career category that suits your strengths, abilities, interests and personality | Demonstrates thorough knowledge of outlining the steps you would take to choose a career category that suits your strengths, abilities, interests and personality |
| MARKS | 0-1 | 2-3 | 4 | 5 |

| | | | | |
|---|--|---|---|---|
| PART D | | | | |
| 1.7 | Descriptors | | | |
| CRITERION | Needs improvement | Fair | Good | Excellent |
| Create a visual presentation that show cases your chosen subject, career categories and the thinking and learning skills required for each. Include images, symbols or icons to make it visually appealing. | Learner was unable to create a visual presentation that show cases the chosen subject, career categories and the thinking and learning skills required for each. Images, symbols or icons were not well arranged to make the presentation appealing. | Learner showed minimal skill and knowledge in creating a visual presentation that show cases the chosen subject, career categories and the thinking and learning skills required for each. Images, symbols or icons were arranged in an acceptable manner to make the presentation appealing. | Learner showed adequate skill and knowledge in creating a visual presentation that show cases the chosen subject, career categories and the thinking and learning skills required for each. Images, symbols or icons were well arranged to make the presentation appealing. | Learner was able to create a visual presentation that show cases the chosen subject, career categories and the thinking and learning skills required for each. Images, symbols or icons were exceptionally arranged to make the presentation appealing. |
| MARKS | 0-1 | 2-3 | 4 | 5 |

QUESTION 2

2.1 The earth day is observed internationally on the 22nd of April ✓

2.2 Rubric for Assessing Environmental Activities (10 Marks):

| Criteria | 0-1 | 2-3 | 4-5 |
|--|---|--|---|
| Knowledge of environmental preservation activities | Learner shows basic knowledge of activities necessary in preserving the environment (e.g., planting trees, litter-picking, conserving energy, vegetable patch and RRR | Learner shows moderate knowledge of activities necessary in preserving the environment (e.g., planting trees, litter-picking, conserving energy, vegetable patch and RRR | Learner shows excellent knowledge of activities necessary in preserving the environment (e.g., planting trees, litter-picking, conserving energy, vegetable patch and RRR |
| Criteria | 0-1 | 2-3 | 4-5 |
| Understanding of the impact of environmental preservation activities in sustaining the environment | Learner shows basic understanding of the impact of environmental preservation activities in sustaining the environment | Learner shows moderate understanding of the impact of environmental preservation activities in sustaining the environment | Learner shows excellent understanding of the impact of environmental preservation activities in sustaining the environment |
| | | | |

Possible responses



2.2.1 Planting trees : Tree planting is encouraged to protect soil erosion during heavy rains. Trees are a source of oxygen for animals and people.

2.2.2 Litter-picking: Litter picking is instrumental in minimizing pollution in rivers and oceans which is fatal for creatures living in water. The same litter can be used for recycling and re-use purposes in an attempt to minimize global warming

2.2.3 Conserving energy: Making energy-efficient choices helps burn fewer fossil fuels. This is important for improved air quality, help fight climate change and promote healthy habitats

2.2.4 Starting a garden patch: Vegetables peels can be used as fertilizers when preparing the soil and people .The use of organic and sustainable growing practices promotes soil health.

2.2.5 Reduce, Reuse and Recycle: Cutting back on the amount of trash we generate, finding new ways to use things that otherwise would have been thrown out and turning something old and useless (like plastic products) into something new and useful (Plastic benches , recycling bins etc.)

[10]

2.3.

| Criteria | 0-3 | 4-6 | 7-8 |
|--|--|--|---|
| Naming the laws and understanding their objectives | Learner shows uncertainty on environmental laws and their objectives | Learner shows knowledge and understanding of environmental laws and their objectives | Learner shows an excellent knowledge of environmental laws and their objectives |

QUESTION 3

3.1.1. Human Immunodeficiency virus √ (1)

3.1.2. Acquired Immunodeficiency syndrome √ (1)

3.2.

HIV transmission –

Condom use –using male or female condoms correctly and consistently during sexual intercourse. ✓✓

Abstinence- not having sexual intercourse. ✓✓

Behaviour change
 (OR any other relevant answer)

COVID 19 – vaccination/ mask wearing/ physical distance/ hand hygiene/ avoid crowded places (or any other relevant answer). ✓✓

[6]

3.3.

- Complement each other in managing health conditions ✓✓
- Enhance overall well-being and quality of life. ✓✓
- Support preventive care and disease prevention (or any other relevant answer) [4]

3.4.

| Component | Criteria | Marks |
|----------------------------------|--|-------|
| Medication adherence | Take medication as prescribed. | 1 |
| Healthy eating | Eat at least 5 servings of fruit and vegetables daily. | 1 |
| Regular exercise | Engage in at least 30 minutes of moderate to intensity exercise three times a week. | 1 |
| Physical activity and monitoring | Track physical activity for at least 3 days a week. | 1 |
| Healthy habits | Practice stress management techniques such as meditation or deep breathing for at least 5 minutes a day. | 1 |
| Progress tracking | Track progress in medication adherence, healthy eating, and physical activity for at least 2 weeks | 1 |

(any relevant response)

[6]

4 ways to support individual coping with grief, trauma, loss and crises

- Listen and validate their feelings – create a safe space for them to express their emotions and acknowledge their experiences. ✓✓

- Encourage self-care- support them in engaging in activities that promote relaxation and stress reduction such as exercise, meditation or spending time in nature. ✓✓
- Connect them with resources: provide counselling therapy or support groups to help them process their emotions and navigate their situation ✓✓
- Respect their boundaries- allow them to share information and emotions at their own pace as avoid pushing them to discuss sensitive topics. ✓✓

[8]

QUESTION 4

| Criteria | 0-2 | 3-4 | 5-6 |
|--|--|---|---|
| Ways to promote national-building in different context are explained and supported with pictures | Learner shows minimal knowledge and understanding of ways to promote nation-building with pictures | Learner shows adequate knowledge and understanding of ways to promote nation-building with pictures | Learner shows meritorious knowledge and understanding of ways to promote nation-building with relevant pictures |
| | | | |

GRAND TOTAL: 70