



Western Cape
Government

Directorate: Curriculum FET



LIFE ORIENTATION
REVISION BOOKLET

2024 TERM 3&4

GRADE 10

The revision program is designed to assist you in revising the critical content and skills envisaged/planned for term three and four. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standards and application of the necessary knowledge to succeed in the subject.

Dear Grade, 10 Learner

Welcome to your Grade 10 academic year! As you step into this exciting phase of your educational journey, I want to extend a warm welcome to the vibrant world of Life Orientation. The journey through high school can be both exhilarating and challenging. Now, more than ever, as we emerge from the pandemic's disruptions, it's crucial to equip yourselves with the tools necessary for success. This subject is not just about ticking boxes, it's a compass that guides you toward personal growth, resilience, and meaningful connections.

Sometimes schooling can seem overwhelming, and that can be especially so with regards to exams. As you flip through these pages, think of Life Orientation as an adventure—a treasure hunt through the complexities of existence. Whether you're navigating friendships, making ethical choices, or exploring your identity, Life Orientation equips you with essential life skills. So, open your minds wide and let curiosity be your guide. Life Orientation isn't just about academics, it's about preparing for life beyond the classroom. In this revision booklet you will find information, activities and tips that can help you with the revision required to do your best in any exam, task, or test. By getting to grips with your revision you will help to manage any stress that you might face during the year. We have designed this revision guide to help you to work through your third and fourth term curriculum. You will find activities, notes, diagrams, and templates in this booklet that will help you to learn concepts or acquire skills needed to do your tasks and tests. Complete all of these.

In this compact yet powerful resource, you'll find a treasure trove of knowledge, activities, and practical tips tailored specifically to the LO curriculum. Whether you're preparing for your controlled test or tackling those daunting School-Based Assessments (SBAs), the booklet has your back.

The revision exercises in this booklet aren't mere tasks, they're steppingstones toward success. Each question invites you to reflect, analyse, and grow. As you tackle them, remember that these exercises aren't just preparation for assessments—they're your weapons for life. Use them to build a solid foundation for your SBA tasks and exams.

This booklet isn't just about theory, it's about application. Whether you're analyzing case studies or interpreting a cartoon, the booklet prepares you for the real-world scenarios you'll encounter. Remember, exams aren't battles, they're opportunities to showcase your knowledge and resilience. Let's embark on this journey together, with enthusiasm and determination.

So, Grade 10 trailblazers, embrace the LO Revision Booklet. Let it be your companion as you navigate the seas of knowledge. Sail forth, armed with wisdom. Let's make this year one of growth, resilience, and purpose.

We wish you well and hope that you will enjoy working through this booklet until you have attained mastery of the knowledge and skills in preparation for your tests, assignments, and especially exams.



THE PURPOSE OF THIS REVISION PACK IS TO HELP YOU TO CONSOLIDATE, REVISE THE CONTENT COVERED AND OF COURSE TO HELP YOU PREPARE FOR THE FORMAL ASSESSMENT, WHETHER IT IS A TASK OR TEST.

The Programme of Assessment for your grade 10 year is as follow:

TERM	ASSESSMENT TASK	MARKS PER TERM	
		RECORDING	REPORTING
1	Source-based task	90	100
	Physical Education Task	10	
2	Controlled Test	100	
3	Project	90	100
	Physical Education Task	10	
4	Controlled Test	100	100
FINAL TOTAL		400	400

On the Western Cape Education Department's (WCED) e-Portal, is a range of educational resources that learners can access at any time. More than 20,000 learning resources are available for free use on the site. Learners can register through the WCED ePortal to access all the resources. There are a few steps you need to follow if you want to register:

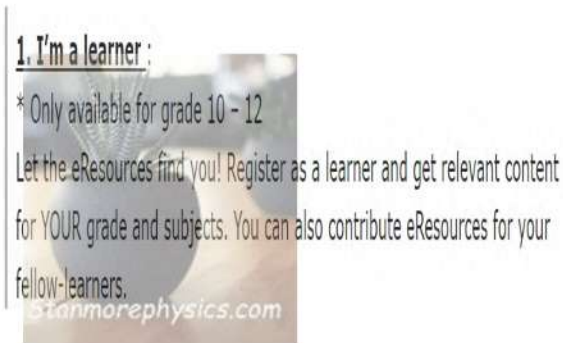
Steps:

Step 1: Visit the official website of Western Cape Education Department through provided above.

Step 2: Next, click on the "Register" link in the top right corner of the page.



Step 3: Then select any one of the following categories,



BLOOM'S REVISED TAXONOMY: INSTRUCTION VERBS

During exams, it is very important to read the instructions carefully. This table lists the different categories of questions you can expect in tests or exams. Make sure you know exactly what these instructions mean. This will help you to answer questions correctly.

The following list is just to remind you about the meaning of the action verbs/ instruction words used in controlled tests/tasks/examinations.

L1 and L 2 (lower order)		L3 and L 4 (middle order)		L5 and L 6 (higher order)	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, basic concepts and answers.	Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying reasons or causes. Make inference and find evidence to support generalizations.	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Compile information together in a different way by combining elements in a new pattern or proposing an alternative solution

Choose	Classify	Apply	Analyse	Apply	Change
Define	Compare	Choose	Assume	Appraise	Choose
Find	Contrast	Develop	Categorise	Assess	Combine
How	Explain	Identify	Classify	Compare	Compile
List	Illustrate	Interview	Compare	Conclude	Compose
Match	Outline	Construct	Contrast	Consider	Construct
Name	Summarise	Report	Conclude	Criticise	Create
Relate	Infer	Change	Distinguish	Decide	Develop
Select	Relate	Conclude	Examine	Defend	Elaborate
What	Show	Demonstrate	Infer	Determine	Imagine
When	Demonstrate	Discuss		Evaluate	Improve
Where		Explain		Explain	Plan
Which		Illustrate		Interpret	Predict
Who		Interpret		Judge	Propose
Why		Report		Justify	Solve
		Review		Recommend	Suppose
		Summarise		Support	Produce
		Tell		Argue	
		Prepare			
		Show			

INSTRUCTION VERBS

Command verbs	What is required /expected from you
Name / State	State something without discussion / write facts.
Argue	Make a case for accepting or rejecting a position by systematically giving reasons and evidence for or against it. Demonstrate that you are aware of opposing viewpoints and provide grounds for rejecting them.
List	Write a list of items
Identify	Pinpoint a fact or a figure or an example or an argument or a theoretical position
Consider	Identify advantages and disadvantages or strengths and weaknesses in argument and justify your own position and conclusion
Comment on	Provide an informed and supported viewpoint
Distinguish	Understand the difference between two things/ concepts To perceive or recognise the way something differs from the other,
Give	Write an answer by recall of information/
Define	Give a clear meaning
Describe	Give a detailed explanation of something
Discuss	Write/talk as if you were sharing your knowledge with someone else.

	Use details and examples to explain the topic
Explain	To make clear, interpret and spell out the content.
Illustrate	Make your points clearer with the use of specific examples, figures, diagrams, graphs etc.
Interpret	Outline what something means in simple terms and give your judgement or comments in relation to the issue.
Justify	Present convincing evidence and reasons to support your argument and answer the main objections likely to be made about them
Outline	Give an overview of a topic in an organised way, without going into too much detail.
Present	Put forward for consideration; show or display
Prove	Show that something is true by presenting facts, statistics, examples etc.
Predict	Suggest what may happen based on available information.
Recommend/Suggest	Put an idea or plan/strategy forward for consideration that is most suitable in the context. (In LO a solution)
Evaluate/ Assess	Give your own opinions/views based on your findings and defend them. Give judgments (is this right or wrong) about the information. This must include a positive and negative.
Critically discuss	Make an appraisal of the importance/usefulness/accuracy of something, stressing both advantages and limitations and back this up with relevant theories or evidence.
Synthesise	Putting together various elements to make a whole

THE CONTROLLED TEST

Outline of the controlled test / examination:

MARK ALLOCATION:

- It is important that you study the mark allocation in brackets before answering a question, to determine how marks will be applied.
- The mark allocation is also an indication of the format, depth and length of the answer required.
- The depth of content refers to the extent to which a topic is focused upon and explored.
- This will also help enhance the depth of learning as you develop your content learning.
- The breakdown of mark allocation is as follows:
- The **first number** is the **restrictive number** indicating the **total** of **facts/statements/opinions** required(2x1) or (3x2).
- The **second number** indicates the **mark** regarding the **depth/scope** of your answer (1x2) or (2x3) or (3x4)
- (1x2): This mark allocation indicates fact/statement/opinion (✓) and qualifier (✓)
- (1x3): This mark allocation indicates fact/statement/opinion (✓) qualifier (✓) and outcome/result (✓)

- (1x4): This mark allocation indicates fact/statement/opinion (✓) elaboration/explanation (✓) qualifier (✓) and outcome/result (✓): This is applicable when the question states “critically discuss”

When the question states “**evaluate**” your answer must include a **positive** and **negative**

Example: Positive= fact/statement/opinion (✓) and qualifier (✓) (2 marks)

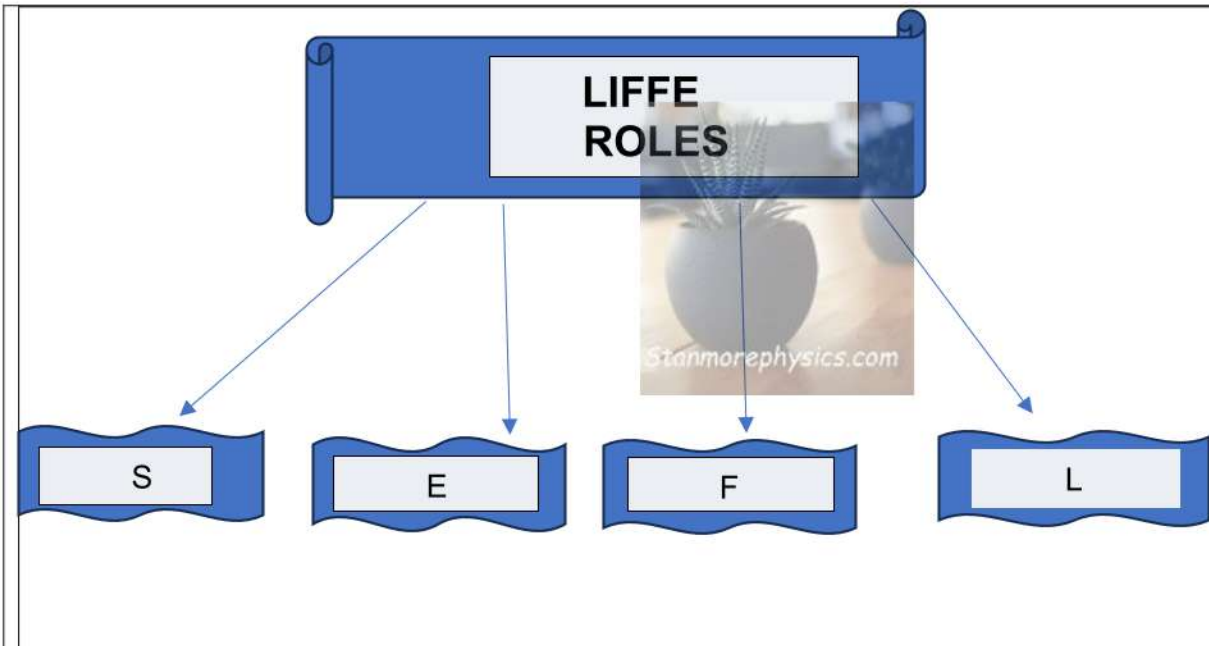
Negative=fact/statement/opinion (✓) and qualifier (✓) (2 marks)



Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
<p>All questions are COMPULSORY</p>	<p>All questions are COMPULSORY</p>	<p>Learners will answer TWO 20-mark questions out of THREE</p>
<ul style="list-style-type: none"> • A short source may be used to contextualise some of the questions • The questions must include a combination of THREE or more types of questions from the list below: <ul style="list-style-type: none"> ○ Multiple choice ○ One-word responses (List, state, provide, give) ○ Definitions ○ Short explanations (Why, how, describe, explain, discuss) • Questions should test understanding and factual knowledge • Responses should be short, direct • Mark allocation for the questions should range be • Between 1 – 2 mark 	<ul style="list-style-type: none"> • Learners will answer TWO 20-mark questions. Short open-ended questions could be: <ul style="list-style-type: none"> ○ Scenario based ○ Source-based ○ Case study ○ Cartoons ○ Illustration ○ Graphs • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content in the FET band. • Learners should display, present and apply knowledge and skills gained from the Life Orientation content. • Mark allocation for questions in this section could range between 2 – 4 marks in total per question. 	<ul style="list-style-type: none"> • Questions will predominantly focus on the application of knowledge and skills • A short text/diagram/ data/graphs/cartoons can be provided as a stimulus • Questions will predominantly focus on the application of knowledge and skills • Learners will be required to: <ul style="list-style-type: none"> ○ Explain/examine/ analyse/evaluate/ critically discuss a topic. ○ Make decisions and give advice ○ Provide recommendations ○ Make conclusions. ○ Solve problems • Learners should provide responses through extended writing of descriptive paragraphs or short essays. • Mark allocation for sub questions in this section could range between 4 – 8 marks in total per question.

TERM 3**DEVELOPMENT OF THE SELF IN SOCIETY****QUESTION 1**

Study the diagram below and answer the questions that follow.



1.1 Define the term Life Roles. (1x2) 2

1.2 How do you balance your roles and responsibilities and what strategies do you used to ensure you meet your commitments in each area effectively.

(4x2) 8

- a) Student
- b) Employer
- c) Friend
- d) Leader

1.3 Discuss the ways in which societal norms and cultural values shape and define the roles above.

(4x2) 8

DEVELOPMENT OF THE SELF IN SOCIETY

QUESTION 2

Study the picture below and answer the questions that follow.



- 2.1 List three physical body changes associated with development adolescence to adulthood. (3x1) (3)
- 2.2 Indicate how an adolescent could deal effectively with social and emotional changes in relationships. (1x2) (2)
- 2.3 Critically discuss how to apply values and strategies to assist in making responsible decisions regarding sexuality and lifestyle. (2x4) (8)



DEVELOPMENT OF THE SELF IN SOCIETY

QUESTION 3

Study the picture below and answer the questions that follow.



The Coping Skills Toolbox

- 3.1. What are some healthy coping mechanisms that individuals can adopt to enhance resilience? (3x1) (3)
- 3.2. Why is it important to develop good coping strategies? (1x2) (2)
- 3.3. How does positive thinking contribute to resilience and stress management? (2x2)(4)
- 3.4. Discuss TWO practical ways how positive coping strategies can be integrated into daily routines? (2x3) (6)
- 3.5. Critically discuss how learners can develop resilience and adaptability when faced with unexpected situations related to sexual health? (2x4) (8)

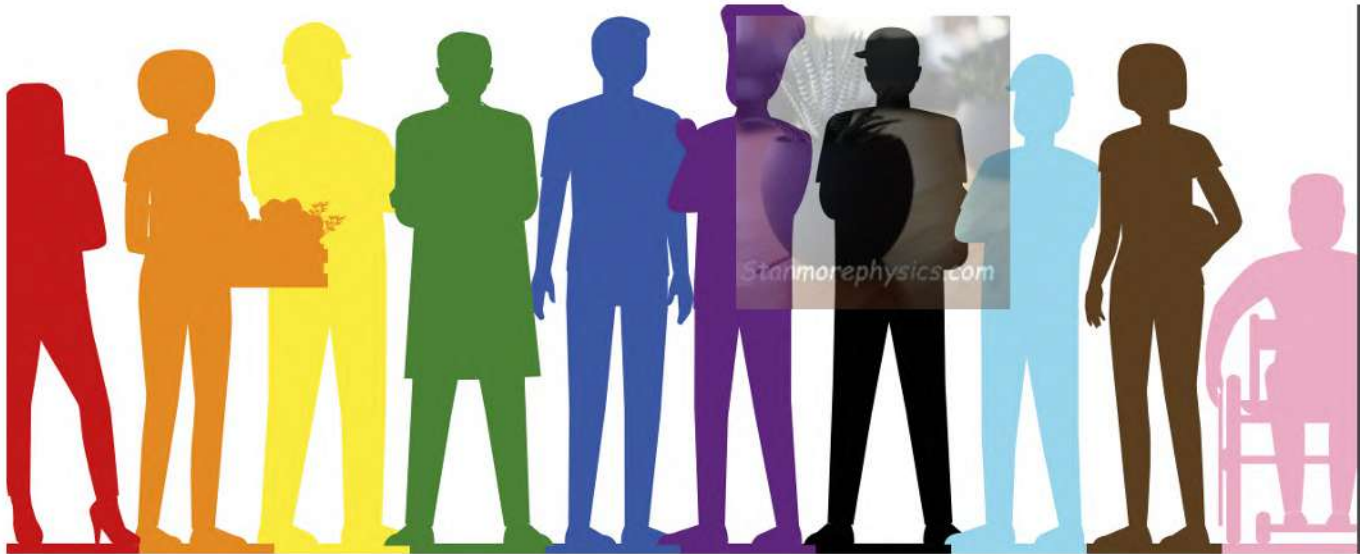


DEVELOPMENT OF THE SELF IN SOCIETY

QUESTION 4

Study the picture below and answer the following questions

LGBTIQ+



- 4.1. What is the difference between sex and gender? (2x2) (4)
- 4.2. What does it mean to be transgender? (1x2) (2)
- 4.3. What is sexual orientation? (1x2) (2)
- 4.4. List 5 resources and places where you can find help regarding sexuality and lifestyle choices. (5x1) (5)
- 4.5. Why is it important to use inclusive language when discussing sexual orientation? (1x2) (2)
- 4.6. Explain how can schools and educational institutions promote acceptance and support for transgender students during their transition from adolescence to adulthood? (2x3) (6)
- 4.7. Analyse how proper nutrition can impact athletic performance. (2x4) (4)



CAREERS AND CAREER CHOICES

QUESTION 5

Study the picture below and answer the questions:



- 5.1 What economic sector is illustrated above? Motivate your answer. (1+1) (2)
- 5.2 Give examples of TWO jobs in this sector. (2x1) (2)
- 5.3. List 4 skills that are essential for success in secondary sector careers. (4x1) (4)
- 5.3 Name and describe the other economic sector. (not the one mentioned in 5.1 and 5.3) (1+2)(3)
- 5.4 Why do you think is it important to learn about the economic sectors? (2X2) (4)
- 5.5 Explain how technology has impacted the efficiency and sustainability of the above sector activities? (2x4) (8)

**CAREER AND CAREER CHOICES****QUESTION 6**

Read the extract below and answer the questions

Indoor and outdoor workplace environments offer distinct experiences for employees. In indoor settings, employees typically work within enclosed structures such as offices, factories, or retail spaces. Outdoor work environments vary widely, from construction sites and agricultural fields to delivery routes and parks.

Both indoor and outdoor workplaces play essential roles in our economy, and understanding their unique characteristics helps create better working conditions for all.



- 6.1. List 3 types of indoor and outdoor work environments and examples of careers associated with them.
- 6.2. What are some common outdoor workplace hazards? (3x1) (3)
- 6.3. Give definitions for each of the following concepts and one activity for each:
(a) designing
(b) assembling
(c) growing (3+3) (6)
- 6.4. Name two core competencies that individuals need for jobs in design and assembly. (2x1) (2)
- 6.5. Discuss how can employers create a seamless transition between indoor and outdoor workspaces. (2x3) (6)
- 6.6. Explain two strategies that can be employed to innovate and adapt in a rapidly changing design and assembly landscape. (2x4) (8)

CAREER AND CAREER CHOICES
QUESTION 7

Study the pictures below and answer the questions that follow:

Opportunities within different career fields including work in recreation, fitness and sport industries:



- 7.1. What are some specific examples of jobs in these fields? (3x1) (3)
- 7.2. What specific skills are essential for success in the fitness and sports industry? (4x1) (4)
- 7.3. What career advancement opportunities exist in the fitness and sports field? (3x1) (3)
- 7.4. List two educational pathways that individuals can pursue to enhance their qualifications in this industry. (2x1) (2)
- 7.5. Discuss how can professionals enhance their skills and competencies to excel in this industry. (2x3) (6)
- 7.6. Critically explain what role continuous learning and further study plays in career advancement within the fitness and sports industry. (2x4) (8)

TERM 4

CAREERS AND CAREER CHOICES

QUESTION 8

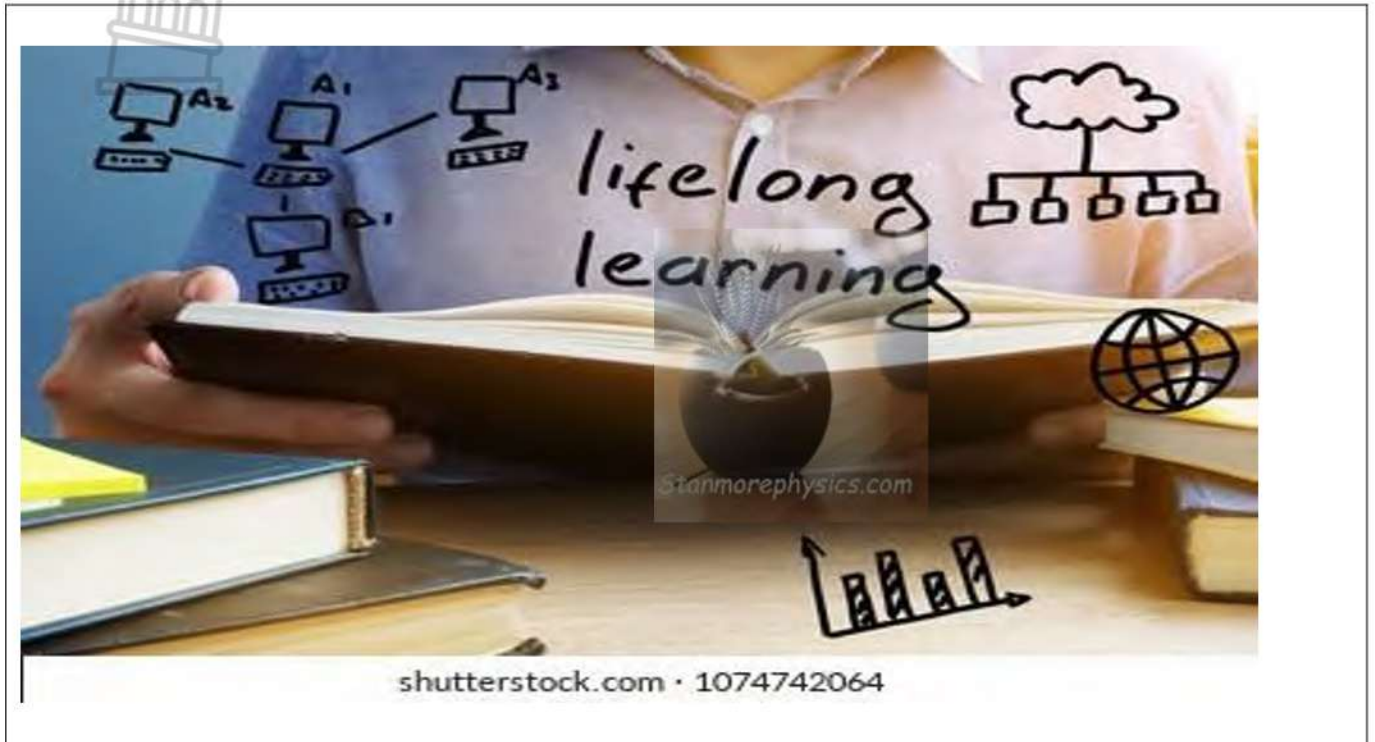
The sectors in which people work and the types of jobs available are changing. Therefore, it is important to understand the trends and demands in the job market and how this is creating the need for you to keep up with the rapid changes. Study the cartoon below and answer the questions that follow.



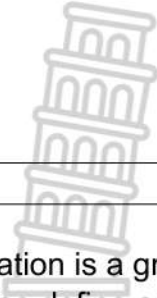
- 8.1 Define job market. (1x2) (2)
- 8.2 Why should you pay attention to job trends? (1x2) (2)
- 8.3 Different kinds of work will continue to be a key trend in the job market. Give THREE examples of such trends? (3x1) (3)
- 8.4 What are the most in-demand skills for workers in 2024? (3x1) (3)
- 8.5 Why is upskilling and reskilling crucial? (1x2) (2)
- 8.6 Critically discuss how reading the labor market can enable you to make good career choices (1x4) (4)

CAREER AND CAREER CHOICES

QUESTION 9



- 9.1 What is the role of SAQA in the NQF? (1x2) (2)
- 9.2. Explain the purpose of Level Descriptors in the NQF. (2x2) (4)
- 9.3. Analyze two factors influencing occupational decline. (2+2) (4)
- 9.4. Discuss TWO reasons why changing career patterns will be inevitable for the future? (2x3) (6)
- 9.5. State three ways how you can demonstrate prior learning effectively. (3x1) (3)
- 9.6. How does lifelong learning differ from traditional education? (1x2) (2)
- 9.7. Discuss how lifelong learning enhance an individual's ability to navigate career transitions and retrain for new roles. (2x3) (6)
- 9.8. Evaluate the role of Lifelong Learning in sustaining occupations. (2x4) (8)



CAREER AND CAREER CHOICES

QUESTION 10

“Education is a gradual process which brings positive changes in human life and behaviour. We can also define education as “a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure”.

Study the pictures below and answer the questions:



A

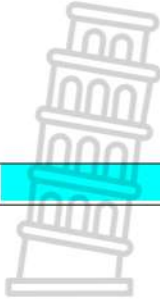


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C

- 10.1 Identify the three types of learning represented by A, B and C. (3x1) (3)
- 10.2 Give one characteristic of each as well as one example where learning takes place.
- 10.3 Name two challenges that are associated with the learning environment in C. (2x1) (2)



DEMOCRACY AND HUMAN RIGHTS

QUESTION 11

Study the pictures below and answer the following questions



- 11.1 What is match-fixing, and how does it impact the credibility of sports? (1+2) (3)
- 11.2 What are the consequences of drug use or performance enhancers in sports? (2x2) (4)
- 11.3 Discuss how can fans contribute to promoting fair play and integrity in sport. (3x2) (6)
- 11.4 Propose two strategies that can be employed to redress bias in sports media coverage. (2x3) (6)
- 11.5 Discuss how does the subjective nature of referee decisions impact the fairness and integrity of sports competitions? (2x3) (6)
- 11.6 Propose methods to enhance objectivity and reduce the impact of subjectivity. (2x3) (6)
- 11.7 Explain how education and awareness programs can prevent athletes from engaging in corrupt practices. (2x4) (8)

MARKING GUIDELINES

TERM 3		
QUESTION 1		
1.1 Define the term 'life role'.	(1 X 1)	(1)
<ul style="list-style-type: none"> A life role can be understood as a specific function ✓ / position ✓ that an individual takes on in their personal / professional life. Set or responsibilities ✓ , / activities ✓ / and expectations ✓ that are associated with that role. ✓ The part someone has in a family ✓ , /society ✓ or another group. ✓ 		
1.2 How do you balance your roles and responsibilities and what strategies do you used to ensure you meet your commitments in each area effectively: a) Student b) Employer c) Friend d) Leader	(4 x 2)	(8)
a) Time Management ✓: Prioritize tasks, create a study schedule, and allocate time for coursework, assignments, and exams. ✓ b) Clear Goals ✓: Define work objectives and prioritize tasks based on importance and deadlines. ✓ c) Quality Time ✓: Allocate time for friends, actively listen, and participate in shared activities. ✓ d) Vision: ✓ Define a clear vision for your team or project. ✓		
1.3 Discuss the ways in which societal norms and cultural values shape and define the roles above.	(4 x 2)	(8)
a) Societal Norms: Expectations around education, such as attending school, pursuing higher degrees, and achieving academic success, influence students' behaviour. ✓ Cultural Values: Cultures may prioritize certain subjects (e.g., STEM, arts, humanities) or emphasize discipline, respect for teachers, and diligence in studying. ✓ b) Societal Norms: Expectations related to work ethics, punctuality, and professionalism impact how employers interact with employees. ✓		

<ul style="list-style-type: none"> • Adolescents who receive CSE are more likely to delay sexual initiation, use protection, and communicate openly about sexual health. ✓ • Encouraging individuals to define their personal values and set boundaries. ✓ • Knowing one's values (e.g., respect, consent, honesty) helps guide decision-making. Setting boundaries ensures that individuals protect their physical and emotional well-being. ✓ • Because personal values align with ethical principles, and boundaries prevent harmful situations. ✓ • So that individuals who prioritize their values and maintain healthy boundaries are less likely to engage in risky sexual behaviours or harmful relationships. ✓ 		
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QUESTION 3		
<p>3.1. What are some healthy coping mechanisms that individuals can adopt to enhance resilience?</p>	(3X1)	(3)
<ul style="list-style-type: none"> • Build strong relationships ✓ • Find meaning in daily activities ✓ • Prioritize self-care ✓ 		
<p>3.2. Why is it important to develop good coping strategies?</p>	(1X2)	(2)
<ul style="list-style-type: none"> • Effective coping mechanisms positively impact mental health. ✓ They reduce anxiety, depression, and emotional distress, promoting overall well-being. ✓ 		
<p>3.3 How does positive thinking contribute to resilience and stress management?</p>	(2X2)	(4)
<ul style="list-style-type: none"> • Positive thinking helps individuals reframe challenges as opportunities for growth. ✓ Instead of feeling defeated, they view setbacks as temporary and surmountable. ✓ • Positive thoughts trigger the release of endorphins, which counteract stress hormones like cortisol. ✓ This physiological response helps manage stress. ✓ 		
<p>3.4. Discuss TWO practical ways how positive coping strategies can be integrated into daily routines?</p>	(2x3)	(6)

<ul style="list-style-type: none"> Engage in mindfulness by staying present and fully experiencing the here and now ✓, since mindfulness reduces overwhelm, anxiety, and stress ✓ and leads to improved mental clarity, reduced reactivity, and enhanced overall resilience ✓ Create a daily schedule that includes self-care, work, leisure, and rest ✓ because routines provide stability, reduce decision fatigue, and create a sense of predictability ✓ and results in better time management, reduced stress, and improved overall satisfaction with daily. ✓ 		
3.5. Critically discuss how learners can develop resilience and adaptability when faced with unexpected situations related to sexual health?	(2X4)	(8)
<ul style="list-style-type: none"> Break down resilience into its components, such as adaptability, creativity, discernment, and support networks ✓ and understand that resilience is not an all-or-nothing trait ✓ because recognize that everyone possesses some degree of resilience, and it can always be improved ✓ and can enhanced your ability to recover from tough situations and navigate sexual health challenges. ✓ Encourage flexibility and adaptability ✓ so that instead of rigidly viewing adversity, consider how to tackle problems in small ways ✓ because adaptability allows learners to adjust to unexpected sexual health issues and find solutions ✓ which result in Improved coping skills, reduced stress, and better emotional regulation ✓ 		
QUESTION 4		
4.1. What is the difference between sex and gender?	(2x2)	(4)
<ul style="list-style-type: none"> Sex refers to biological characteristics ✓ such as chromosomes, hormones, and reproductive organs, ✓ while gender is a social and cultural construct ✓ that encompasses roles, behaviours, and expectations associated with being male, female, or non-binary. ✓ 		
4.2. What does it mean to be transgender?	(1x2)	(2)
<ul style="list-style-type: none"> Being transgender means that an individual's gender identity (how they personally experience and identify their gender) ✓ does not align with the sex they were assigned at birth based on physical characteristics. ✓ 		
4.3. What is sexual orientation?	(1x2)	(2)
<ul style="list-style-type: none"> Sexual orientation refers to an individual's enduring pattern of emotional, romantic, and sexual attraction to others ✓. It encompasses various identities, such as example, bisexual. ✓ 		
4.4. List 5 resources and places where you can find help regarding sexuality and lifestyle choices.	(5x1)	(5)
<ul style="list-style-type: none"> Southern African Sexual Health Association (SASHA) ✓ Expatica ✓ #UnderTheBlankets Campaign ✓ 		

<ul style="list-style-type: none"> Partners in Sexual Health (PSH) ✓ Marie Stopes ✓ 		
4.5. Why is it important to use inclusive language when discussing sexual orientation?	(1x2)	(2)
<ul style="list-style-type: none"> Inclusive language acknowledges and respects individuals' diverse identities. ✓ It avoids assumptions and ensures that everyone feels seen and valued. ✓ 		
4.6. Explain how can schools and educational institutions promote acceptance and support for transgender students during their transition from adolescence to adulthood.	(2x3)	(6)
<ul style="list-style-type: none"> Implement policies that respect gender identity, such as using chosen names and pronouns, allowing gender-neutral restrooms, and providing safe spaces ✓, showing that inclusive policies create an affirming environment, reducing stigma and fostering a sense of belonging ✓ and in that way transgender students feel validated, leading to better mental health and academic performance. ✓ Educate staff, students, and parents about transgender experiences, terminology, and challenges ✓ so that knowledge reduces prejudice and promotes empathy ✓ and in this way develop increased understanding, reduced discrimination, and stronger allyship for transgender students. ✓ 		
4.7. Analyze how proper nutrition can impact sport performance.	(2x4)	(8)
<ul style="list-style-type: none"> The sportsperson must have a proper nutrient intake ✓ with the right balance of macronutrients (carbohydrates, proteins, and fats) and micronutrients (vitamins and minerals) is essential for optimal athletic performance ✓, because proper nutrition provides the necessary energy, supports muscle repair and growth, and enhances overall health ✓ and in this way it can lead to improved endurance, strength, recovery, and reduced risk of injuries. ✓ Hydration and electrolyte balance is critical for sport performance ✓ since dehydration can lead to fatigue, impaired concentration, and decreased endurance, while electrolytes (such as sodium, potassium, and magnesium) play a role in muscle function, nerve impulses, and fluid balance ✓, because staying hydrated optimizes blood flow, nutrient delivery, and temperature regulation during exercise ✓ and in this way well-hydrated athletes experience improved stamina, reduced cramps, and better overall performance. ✓ 		
QUESTION 5		
5.1. What economic sector is illustrated above? Motivate your answer.	(1+1)	(2)
<ul style="list-style-type: none"> Primary sector (Mining) ✓ - Raw materials (Equipment used) ✓ 	(1x2)	(2)
5.2. Give examples of TWO jobs in this sector.	(2x1)	(2)
<ul style="list-style-type: none"> Agriculture Worker ✓ Miner (Blaster, underground miner) ✓ 	(1x2)	(2)
5.3. List 4 skills that are essential for success in secondary sector careers.	(4x1)	(4)

<ul style="list-style-type: none"> • Project Management ✓ • Quality Control ✓ • Operations Management ✓ • Global Awareness ✓ 		
5.4. Why do you think it is important to learn about the economic sectors?	(2x2)	(4)
<ul style="list-style-type: none"> • Knowledge of sectors (primary, secondary, tertiary) helps individuals choose suitable career paths based on their interests and skills. ✓ Whether in government, non-profits, or the private sector, understanding economic principles is advantageous. ✓ • Economics is essential for good citizenship ✓. It empowers individuals to vote intelligently on budgets, regulations, and laws. ✓ 		
5.5. Explain how technology has impacted the efficiency and sustainability of the above sector activities.	(2x4)	(8)
<ul style="list-style-type: none"> • Technology, such as artificial intelligence (AI) and automation, has revolutionized healthcare ✓ like digital assistants powered by AI can assist radiologists in diagnosing medical images, speeding up the process and improving accuracy ✓ and by leveraging technology, we can enhance disease diagnosis, treatment, and overall healthcare delivery ✓ which led to faster diagnoses, reduced burden on healthcare professionals, and improved patient outcomes ✓ • Technology enables the widespread integration of renewable energy sources ✓ smart grids, energy storage solutions, and advanced monitoring systems optimize energy distribution ✓ because transitioning to renewable energy is essential for environmental sustainability ✓ and in this way it reduced carbon footprint, increased energy resilience, and a more sustainable energy mix. ✓ 		
QUESTION 6		
6.1. List 3 types of indoor and outdoor work environments and examples of careers associated with them.	(6+6)	(12)
<ul style="list-style-type: none"> • Indoor: • Office Administrator ✓: Manages administrative tasks in an office setting. ✓ • Accountant: ✓ Handles financial records and transactions. ✓ • Graphic Designer ✓: Creates visual content using design software ✓ • Outdoor: • Construction Worker ✓: Builds structures and performs manual labor on construction sites. ✓ • Park Ranger: ✓ Protects natural resources and educates visitors in national parks. ✓ • Agricultural Worker ✓: Cultivates crops and tends to livestock on farms ✓ 		

6.2. What are some common outdoor workplace hazards?	(3x1)	(3)
<ul style="list-style-type: none"> • Extreme Heat and Cold ✓ • Noise Exposure ✓ • Sun Exposure ✓ 		
6.3. Give definitions for each of the following concepts and one activity for each: (a) designing (b) assembling (c) growing	(3x2)	(6)
<ul style="list-style-type: none"> • a) Designing involves creating plans, blueprints, or visual representations of objects, systems, or processes. ✓ An architect designs a sustainable, energy-efficient house, considering layout, materials, and aesthetics. ✓ • b) Assembling refers to putting together components or parts to create a whole. ✓ A factory worker assembles electronic devices by connecting circuits, attaching components, and ensuring proper alignment. ✓ • c) Growing involves the natural or intentional development and increase in size, quantity, or complexity of living organisms or systems ✓. A farmer grows organic vegetables in a greenhouse, nurturing them from seeds to mature plants ✓ 		
6.4. Name two core competencies that individuals need for jobs in design and assembly	(2x1)	(2)
<ul style="list-style-type: none"> • Attention to detail ✓ • Problem solving ✓ 		
6.5. Discuss how can employers create a seamless transition between indoor and outdoor workspaces.	(2x3)	(6)
<ul style="list-style-type: none"> • Employers can install large glass doors or walls of windows that visually connect indoor and outdoor spaces ✓ because this approach enhances design continuity, blurring the lines between inside and outside ✓ and in this way, it increased natural light, improved mood, and a feeling of spaciousness, leading to enhanced well-being and productivity ✓ • Employers can create purposeful outdoor living spaces adjacent to indoor areas ✓ because outdoor rooms extend the usable square footage, providing employees with alternative workspaces ✓ and in this way employees can work, meet, or take breaks in a refreshing outdoor environment, fostering well-being and reducing stress. ✓ 		
6.6. Explain two strategies that can be employed to innovate and adapt in a rapidly changing design and assembly landscape.	(2x4)	(8)
<ul style="list-style-type: none"> • An agile design thinking strategy can be employed ✓, which involves iterative, collaborative problem-solving where teams continuously gather feedback, adjust designs, and iterate based on real-world insights ✓ because agile thinking allows quick adjustments, reduces time-to-market, and ensures alignment with evolving user needs ✓ and in this way it improved product quality, faster innovation cycles, and better customer satisfaction. ✓ 		

<ul style="list-style-type: none"> Use a strategy of modular assembly systems ✓ which break down complex products into smaller, interchangeable components ✓ because modular systems allow easy reconfiguration, scalability, and efficient updates without disrupting the entire process ✓ and in this way led to increased production flexibility, reduced costs, and quicker response to market shifts. ✓ 		
QUESTION 7		
7.1. What are some specific examples of jobs in these fields?	(3x1)	(3)
<ul style="list-style-type: none"> Lifeguard ✓ Exercise Physiologist ✓ Personal Trainer ✓ 		
7.2. What specific skills are essential for success in the fitness and sports industry?	(4x1)	(4)
<ul style="list-style-type: none"> Credibility ✓ Hungry-yet-Humble Attitude ✓ A Zest for Learning ✓ Empathy ✓ 		
7.3. What career advancement opportunities exist in the fitness and sports field?	(3x1)	(3)
<ul style="list-style-type: none"> Health and Wellness Coach ✓ Kinesiologist ✓ Fitness Equipment Technician ✓ 		
7.4. List two educational pathways that individuals can pursue to enhance their qualifications in this industry.	(2x1)	(2)
<ul style="list-style-type: none"> Pursuing a Bachelor of Science (BS) in Sport Industry ✓ Sports Science Degrees ✓ 		
7.5. Discuss how can professionals enhance their skills and competencies to excel in this industry.	(2x3)	(6)
<ul style="list-style-type: none"> Regularly pursue industry certifications, attend workshops, and engage in continuing education ✓ since certifications validate expertise, build credibility, and demonstrate commitment to professional growth ✓ and in this way professionals with up-to-date certifications are more attractive to clients and employers and can offer evidence-based training, leading to better results and client satisfaction. ✓ Invest time in learning business management, marketing, and leadership skills ✓ because these skills are essential for managing fitness centers, starting personal training businesses, or advancing into leadership roles ✓ and professionals who master business skills can create successful fitness ventures, lead teams, and contribute to the industry's growth. ✓ 		
7.6. Critically explain what role continuous learning and further study plays in career	(2x4)	(8)
<ul style="list-style-type: none"> Pursuing professional certifications related to sports management, coaching, or specialized areas (such as strength and conditioning) is essential ✓ because these certifications provide targeted knowledge 		

<p>and skills and offer practical insights into industry-specific topics ✓, and certifications are relatively quick to complete and can enhance your resume indicating commitment to professional growth and can open doors to job opportunities ✓ in which you might qualify for roles like sports marketing coordinator or event planner which will allow you to contribute to sports organizations and gain valuable experience. ✓</p> <ul style="list-style-type: none"> • Pursuing a master’s degree in sports administration or a related field provides in-depth knowledge and prepares you for leadership roles. ✓ which covers advanced topics such as sports finance, strategic management, and ethics and includes practical experiences through internships or research projects ✓ demonstrates expertise and commitment analytical skills and a broader understanding of the industry ✓ can pursue roles like sports director, athletic director, or sports facility manager-positions involve decision-making, policy implementation, and organizational leadership. ✓ 		
TERM 4		
QUESTION 8		
8.1. Define job market.	(1x2)	(2)
<ul style="list-style-type: none"> • The job market is where people who are looking for employment and those who provide employment, interact or communicate. 		
8.2. Why should you pay attention to job trends?	(1x2)	(2)
<ul style="list-style-type: none"> • Job trends reflect the current demand and direction of the job market. ✓ By staying informed, you can align your skills and qualifications with what employers are seeking. ✓ 		
8.3. Different kinds of work will continue to be a key trend in the job market. Give THREE examples of such trends?	(3x1)	(3)
(<ul style="list-style-type: none"> • contract work ✓ • project work ✓ • one-off commissions ✓ • self-employment ✓ etc. 		
8.4. What are the most in-demand skills for workers in 2024?	(3x1)	(3)
<ul style="list-style-type: none"> • Effective communication remains crucial across all industries. ✓ • Organizations value individuals who can lead and inspire teams. ✓ • Proficiency in data analysis and interpretation is increasingly important ✓ 		
8.5. Why is upskilling and reskilling crucial?	(2x1)	(2)
<ul style="list-style-type: none"> • Upskilling prepares employees for the future and adapts to changing skill demands. ✓ • Reskilling allows companies to diversify tasks. ✓ 		

8.6. Critically discuss how reading the labour market can enable you to make good career choices	(1x4)	(4)
(•You must identify, and study trends and demands in the job market to get sufficient information√ analyze the information, interpret and understand what careers are in demand√ so that you can be aware of what skills and competencies will be required√ to enable you to make the right career choice that meets the requirements √		
QUESTION 9		
9.1 What is the role of SAQA in the NQF?	(1x2)	(2)
•SAQA-advance the aims of the NQF√ co-ordinate qualifications√		
9.2. Explain the purpose of Level Descriptors in the NQF.	(2X2)	(4)
<ul style="list-style-type: none"> They provide clear descriptions of the knowledge, skills, and competencies expected at each level of education or training. ✓This consistency helps learners, educators, and employers understand the standards. ✓ Level Descriptors guide learners on their educational journey. They indicate the complexity and depth of learning at each level✓, helping individuals make informed choices about their studies and career paths. ✓ 		
9.3. Analyze two factors influencing occupational decline.	(2 +2)	(4)
<ul style="list-style-type: none"> Rapid technological changes can render certain jobs obsolete or reduce demand for specific skills. ✓ For instance, automation in manufacturing has led to job losses in assembly lines. ✓ Changes in consumer behaviour, market preferences, or economic conditions can impact job demand✓. Declining industries (e.g., brick-and-mortar retail) may lead to job losses for sales workers. ✓ 		
9.4. Discuss TWO reasons why changing career patterns will be inevitable for the future?	(2x3)	(6)
<ul style="list-style-type: none"> Careers will change over time to save money√ and thus the company will cut costs and show greater profits√ Careers will change to save time and lead to quicker completion of work √ and thereby increase the production of the company√ 	(2+2)	(4)
9.5. State three ways how you can demonstrate prior learning effectively.	(3x1)	(3)
<ul style="list-style-type: none"> Before introducing new topics, engage students in discussions or activities that tap into their existing knowledge. ✓ Help students see how new ideas relate to their prior knowledge. By making connections between old and new concepts, they can better understand and retain information. ✓ 		

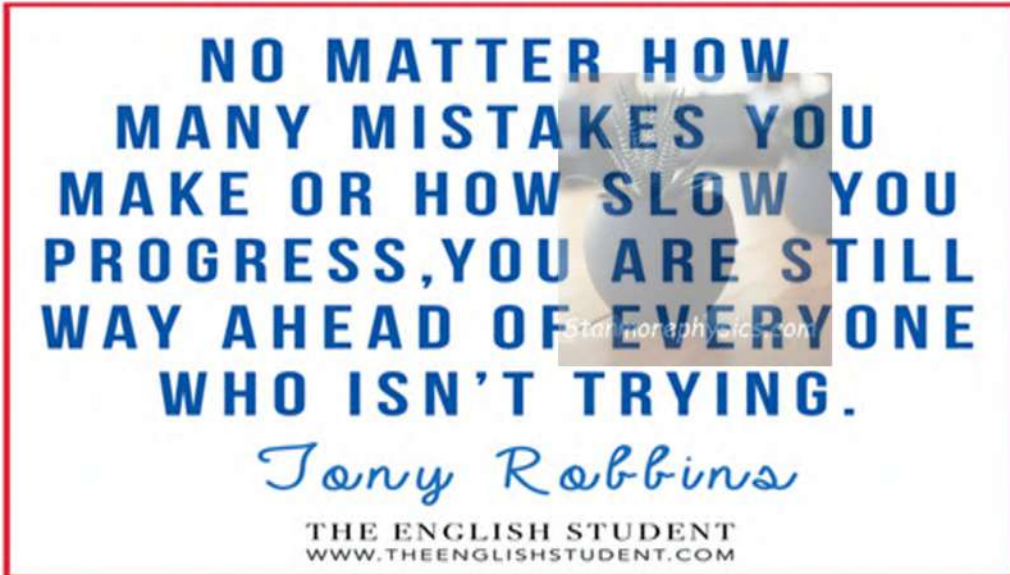
<ul style="list-style-type: none"> Employ analogies or common examples to help students organize and integrate new information. ✓ 		
9.6. How does lifelong learning differ from traditional education?	(1x2)	(2)
<ul style="list-style-type: none"> Lifelong learning is a personal journey that extends across an individual's entire lifespan ✓ while traditional education is an institutionalized system provided by schools, colleges, and universities ✓ 		
9.7. Discuss how lifelong learning enhance an individual's ability to navigate career transitions and refrain for new roles.	(2x3)	(6)
<ul style="list-style-type: none"> Lifelong learners continuously acquire new skills and knowledge, ✓ because adaptability and skills development allow them to transition smoothly between roles and seize emerging opportunities ✓ and by being adaptable, individuals can confidently explore different career paths, switch industries, or take on leadership positions. ✓ A growth mindset—believing that abilities can be developed through effort—fuels lifelong learning ✓ because this mindset embrace challenges, learn from failures, and seek feedback ✓ and they reinvent themselves, learn new skills, and find fulfilment in diverse roles. ✓ 		
9.8. Evaluate the role of Lifelong Learning in sustaining occupations.	(1x4)	(4)
<ul style="list-style-type: none"> Lifelong learning allows individuals to continuously acquire new skills and knowledge throughout their careers. ✓ Workers who engage in lifelong learning are better equipped to handle changing job requirements, making them more resilient in the face of occupational shifts. ✓ Sometimes, individuals fail to update their skills adequately despite the availability of lifelong learning opportunities. ✓ Workers may become complacent or face barriers (such as time constraints or lack of awareness) that prevent them from actively pursuing new knowledge. ✓ 		

QUESTION 10		
10.1. Identify the three types of learning represented by A, B and C	(3 X 1)	(3)
<ul style="list-style-type: none"> A-non-formal learning ✓ B-Formal learning ✓ C-Informal learning ✓ 		
10.2. Give one characteristic of each as well as one example where learning take place.	(3+3)	(6)

<ul style="list-style-type: none"> • Non-formal learning-Takes place through a structured programme of instruction√ workshops/ refresher courses/retraining/√ • Formal learning-Takes place through a structured programme of instruction√ school/college/universities/learnerships√ • Informal learning-It occurs through action and reflection, social, family, hobby, or recreation activities√ reading/daily activities/internet searches√ 		
<p>10.3. Name two challenges that are associated with the learning environment in picture C.</p>	(2x1)	(2)
<ul style="list-style-type: none"> • Non-formal learning programs that lack links to a rigid curriculum structure can lead to varying practices and suboptimal outcomes. ✓ • Different contexts (such as community-based programs or vocational training) require tailored strategies, and educator variability can impact the effectiveness of learning experiences✓ 		
<p>QUESTION 11</p>		
<p>11.1. What is match-fixing, and how does it impact the credibility of sports?</p>	(1+2)	(3)
<ul style="list-style-type: none"> • Match-fixing refers to the manipulation of sports events, where participants intentionally alter the outcome for personal gain. ✓ • When match-fixing becomes known, it significantly diminishes the credibility of the sport. ✓ Fans lose trust in fair competition, leading to a decline in public interest and attendance at matches✓ 		
<p>11.2. What are the consequences of drug use or performance enhancers in sports?</p>	(2x2)	(4)
<ul style="list-style-type: none"> • Using drugs in sports undermines values like fair play and teamwork. ✓When athletes use drugs, they risk giving sport a bad reputation, setting a poor example for others, and damaging their own reputation and career. ✓ • Using drugs to improve performance may lead to an athlete being banned and can also harm their health. ✓ Some potential adverse health effects include cardiovascular problems (such as heart attacks and strokes), respiratory issues (like pulmonary hypertension), and cognitive problems. ✓ 		
<p>11.3 Discuss how can fans contribute to promoting fair play and integrity in sport.</p>	(3x2)	(6)
<ul style="list-style-type: none"> • Fans can actively engage in positive cheering during matches and discourage negative behaviour. ✓ By creating an atmosphere of respect and sportsmanship, they contribute to fair play. ✓ • Fans can serve as role models by demonstrating good sportsmanship. ✓When they follow the rules, respect opponents, and accept both victory and defeat graciously, they set an example for others. ✓ • Fans can actively discourage cheating, diving, or unsportsmanlike conduct. ✓ By voicing disapproval and advocating for fair play, they contribute to maintaining the integrity of the game. ✓ 		

11.4. Suggest THREE strategies how you can redress bias in sport coverage.	(3x3)	(9)
<ul style="list-style-type: none"> Put pressure on sports commentators and sponsors to be more inclusive of women's sport ✓ so that female sports get the exposure needed ✓ and these negative practices can be stopped ✓ Agitation for coverage of indigenous games that were neglected in the past in the previous dispensation ✓ leads to that the current government ensured coverage and more attention ✓ and by so doing promoting actively exposure of indigenous games, festivals, and tournaments ✓ The public can speak up by identify and report bias ✓ through letters to newspapers, social media or to sport councils or avoid buying products of brands that sponsor only certain sports ✓ so that the message can convince and force the powers to change their practices ✓ 		
11.5. Discuss how does the subjective nature of referee decisions impact the fairness and integrity of sports competitions.	(2x3)	(6)
<ul style="list-style-type: none"> Referees may unintentionally favour successful teams when awarding penalties ✓ because successful teams' social influence can impact their match referees' important decisions ✓ which can alter match outcomes, affecting league standings and relegation. ✓ Referees face challenging decisions due to complexity, time constraints, and pressure ✓ because referees must enforce rules while considering game context, player behaviour, and crowd reactions ✓ and these subjective decisions may lead to controversy, affecting players' trust in the game's integrity and fans' perception of fairness. ✓ 		
11.6. Propose methods to enhance objectivity and reduce the impact of subjectivity.	(2x3)	(6)
<ul style="list-style-type: none"> Implement VAR technology, which allows referees to review critical decisions using video footage ✓ because this reduces reliance on subjective judgments by providing objective evidence ✓ and in this way, VAR minimizes errors, increases transparency, and enhances overall match integrity. ✓ Develop clear, standardized protocols for referees to follow during critical moments (e.g., penalty kicks, red cards) ✓ because standardization reduces subjectivity by ensuring consistency across matches ✓ and in this way can improve fairness, reduced controversy, and greater trust in officiating. ✓ 		
11.7. Explain how education and awareness programs can prevent athletes from engaging in corrupt practices.	(2x4)	(8)
<ul style="list-style-type: none"> Conduct workshops that focus on integrity, ethics, and the consequences of corrupt behaviour ✓ which can cover topics like match-fixing, bribery, and the impact on sports' reputation ✓ because athletes need clear guidance on what constitutes corruption and the severe repercussions it carries ✓ and in this way athletes become 		

<p>more vigilant, recognize potential threats, and actively resist temptations ✓.</p> <ul style="list-style-type: none"> • Develop user-friendly online modules and make it accessible to athletes anytime, anywhere. ✓ with modules can include case studies, quizzes, and real-life scenarios related to corruption ✓ because online modules allow athletes to revisit content, reinforcing their understanding ✓ and will let to better outcomes of improved knowledge retention, better decision-making, and reduced vulnerability to corrupt influences. ✓ 		
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- When revising, pay attention to the **definitions** of terms and **concepts** and base your study on the range of topics covered in your workbooks and handouts.
- Read the questions carefully.
- Analyse the instructions carefully, highlighting/underlining any keywords that will help you understand what's required.
- Make sure you answer the **question**.







