



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2016

**LIFE ORIENTATION
MEMORANDUM**

MARKS: 70

This memorandum consists of 7 pages.

SECTION A (COMPULSORY)**QUESTION 1**

1.1	1.1.1	A ✓	(1)
	1.1.2	D ✓	(1)
	1.1.3	C ✓	(1)
	1.1.4	C ✓	(1)
	1.1.5	C ✓	(1)
	1.1.6	C ✓	(1)
	1.1.7	C ✓	(1)
	1.1.8	A ✓	(1)
	1.1.9	D ✓	(1)
	1.1.10	D ✓	(1)
			[10]
1.2	1.2.1	intimidates ✓	(1)
	1.2.2	self-esteem ✓	(1)
	1.2.3	humiliating ✓	(1)
	1.2.4	withholding ✓	(1)
	1.2.5	isolating ✓	(1)
			[5]
	1.3.1	B ✓	(1)
	1.3.2	E ✓	(1)
	1.3.3	D ✓	(1)
	1.3.4	C ✓	(1)
	1.3.5	A ✓	(1)
			[5]
1.4	1.4.1	True ✓	(1)
	1.4.2	True ✓	(1)
	1.4.3	False ✓	(1)
	1.4.4	False ✓	(1)
	1.4.5	False ✓	(1)
			[5]

TOTAL SECTION A: 25

SECTION B (COMPULSORY)**QUESTION 2**

- 2.1
- Teenage pregnancy ✓
 - Sexually transmitted infections (STI's) ✓
 - HIV and Aids ✓
 - Low self-image ✓
 - Emotional scars ✓
- (Any 3 x 1) (3)

2.2 Dangers for young girls to fall pregnant

- The bodies of young girls are not yet ready for pregnancy. ✓
 - They experience difficulties during childbirth if their pelvic bones are underdeveloped. ✓
 - Possible tearing during childbirth can cause you to lose control of your need to go to the toilet. ✓
 - The teenage girl is not prepared for the physical or emotional changes that will result due to a pregnancy. ✓
 - Hormones levels will change in a body that has still not found its adult balance, causing severe emotional effects. ✓
 - Many teenager girls do not get enough nutrients in their bodies, because of bad eating habits. ✓
 - Girls who choose to have abortions risk permanent damage to their bodies, or even death. ✓
 - Some end their schooling career, find themselves poorly educated and jobless, which leads to being poor ✓ and
 - Increased health risks, neglect and abuse. ✓
- (Any 2 x 1) (2)

2.3 Sexually transmitted infection

- Is an infection that can be contracted by having a sexual relationship with someone who is infected. ✓✓
- (2)

2.4 Abstinence

- 2.4.1 Abstinence means making a firm decision not to have sex✓ / not engaging in any sexual activity✓ / not having sexual intercourse. ✓
- (Any 1 x 1) (1)

2.4.2 Influences to abstain

- Religious ✓ / cultural ✓ / personal ✓ / family ✓ values
 - Not wanting to contract an STI✓
 - Not wanting to deal with unwanted pregnancy✓
 - Prioritising academic✓ / sporting✓ / other interests
- (Any 2 x 1) (2)

[10]

QUESTION 3

- 3.1 Her uncle – she heard he designed and built a bridge over a highway. ✓ (1)
- 3.2 **Khanyisile's role models**
- Her uncle ✓
 - Her parents ✓
 - Family sees education as a recipe for success ✓ / they value education ✓
 - Parents support ✓ / encouragement ✓ / and motivation ✓ (Any 3 x 1) (3)
- 3.3 She works hard ✓ / taking afternoon and Saturday class. ✓ (Any 1 x 1) (1)
- 3.4 It used to be followed / done by males only. ✓ (1)
- 3.5 Learnerships give you an opportunity to work while you study towards a nationally recognised qualification. ✓✓
 An internship is a programme designed to give university and university of technology graduates an opportunity to extend their academic qualifications through structured workplace exposure and specialised training ✓✓ / internship – periods of work that are part of your qualification. ✓✓ (Any 2 x 2) (4)
- [10]**

QUESTION 4

- 4.1 A role model is someone that others look up to and admire. ✓
 Role models show their values by what they do and say ✓ / role models are people that inspire us and act as an example to others. ✓ They uphold constitutional values. ✓ (Any 1 x 1) (1)
- 4.2 **Hashim is a positive role model:**
- Displays values like humility ✓ and dignity ✓
 - He is also professional ✓ and focused, ✓ both on and off the field (Any 2 x 1) (2)
- 4.3 Learners own response
 No mark for the name only
 2 marks ✓✓ for the name and explanation (2)
- [5]**

TOTAL SECTION B: 25

SECTION C**QUESTION 5****Consequences for teenage parents**

Very few teenage girls and boys are equipped to be parents. ✓ The negative consequences of teenage pregnancy include physical, ✓ emotional, ✓ social, ✓ economic ✓ and educational ✓ complications. Teenager might become depressed ✓ and develop low self-esteem. ✓ This happen because the responsibilities ✓ are so overwhelming and young mothers and fathers often lose their friends, family and community support. ✓ Statistics show that teenage fathers are more like to abuse drugs and alcohol than teenage boys who are not fathers. ✓

Many young mothers and fathers drop out of school. ✓ This interrupts or could end their education and their ability to find a good job. ✓ Teenage mothers often feel resentful that they could not follow their dreams. ✓ Girls feel insecure when they do not have enough knowledge or finances to take care of their babies. ✓ Teenage fathers become frustrated with themselves ✓ struggle to find work ✓ and were unable to support their children financially. ✓ It costs a lot of money to look after a baby. ✓ The social grant may seem like a lot, but as the child grows and needs food, clothes, medical expenses, transport and education, the expenses increase. ✓ It is a heavy burden for teenagers to cope with. ✓ A woman may claim maintenance from the baby's father until the child has grown up. ✓

Maintenance can become a heavy burden for a man, ✓ especially if he later wants to start his own family ✓ often difficult to collect maintenance and it may involve court action. ✓ Young parents with small children to look after often feel resentment ✓ and frustration ✓ because they have been prevented from carrying out their plans for their lives of completing their education. ✓ Being a parent means being responsible for another life and taking care of the baby in different ways. ✓ Parents do many things for their children. ✓ They look after their children until they can take care of themselves. ✓ This does not only mean that they provide food, clothes and shelter for their children. ✓ It also means that they love ✓ them, teach ✓ them what is right and wrong ✓ and how to do many different things. ✓ Some young fathers maybe expected to pay cultural compensation (*lobola*) to the parents for making their daughter pregnant. (Any 5 x 2) [10]

OR

QUESTION 6

Learners must be able to explain the meaning of grief ✓✓ (2 marks)

Learners must be able to have insight into the grieving process- steps in grieving. Name the step ✓ (1mark each step) and explanation of each step ✓ (1 mark each)

Grief is a normal emotion ✓ and reaction ✓ that we experience when a close friend or a relative dies, or even when a loved family pet dies. / Grief is a great sadness that is caused by a loss. ✓

The grieving process follows a general pattern, ✓ although people's personalities and situations determine how they react to their loss. ✓
 People first experience shock ✓ and cannot believe they have lost their loved one. They may stop eating, have difficulty sleeping and it seems as though they cannot feel any emotion. ✓ When the loss becomes real, ✓ feelings of **sadness**, ✓ **despair** ✓ and even anger ✓ take over.
 They avoid being with others. ✓ It is common to cry a lot ✓ and think ✓ of the dead person all the time. Sometimes people feel guilty ✓ about not being nicer to that person while he or she was alive. They may focus on the good memories ✓ only or even create a picture of a perfect person in their minds. ✓ Some have even reported that they saw their loved ones or heard their voices or their footsteps. These are all normal reactions ✓ to the loss of a loved one and can take up to a year to work through.
 Many people are unable to go through the normal process of grieving. ✓ They may be told to act bravely and not to cry. ✓ They may have to appear strong ✓ for others who are grieving or they may have to take care of their family. ✓

OR

STAGES OF GRIEF

Denial: ✓ – refusing to believe what has happened, pretending all is well and the same ✓

Anger: ✓ – blaming yourself or other for the loss, feeling frustrated ✓

Bargaining: ✓ – offering something or trying to make a deal with yourself, or even God to try and change things back to how they were before ✓

Depression: ✓ – experiences symptoms of depression – see a doctor of counsellor ✓

Acceptance: ✓ – accept what has happened and realise that your life has to go on. ✓ The shock and pain of grief ease over time, you may feel the grief powerfully again at significant times of the year.

[10]

OR

QUESTION 7

(Two marks ✓✓ are allocated for a definition of sport ethics, fair play, match-fixing. Who should comply with sport ethics, importance of code of conduct for sport.)

Sport ethics are a code of conduct that you need to follow whenever you participate in physical activities. ✓✓

Sport ethics should be applied to all sporting ✓ and physical activities, ✓ including competitive ✓ sports and recreational ✓ activities. Everyone involved in sport, whether you are playing, ✓ captaining, ✓ coaching, ✓ managing ✓ or viewing sport, ✓ should comply with sports ethics. They apply to people of all ages. ✓

Fair play: – means players and supporters will always obey the rules and will never cheat. ✓ You respect the opposition and accept the outcome of the match whether you win or lose.

Fair play is defined as much more than playing with the rules. ✓ It incorporates the concept of friendship, ✓ respect ✓ for others and always playing with the right spirit. ✓ Fair play is a way of thinking, not just a way of behaving. ✓ It incorporates issues concerned with the illuminating ✓ of cheating, ✓ gamesmanship. ✓

Doping, ✓ violence ✓ (physical and verbal), the sexual harassment of women, ✓ young people and children, ✓ exploitation, ✓ unequal opportunities, ✓ excessive commercialisation ✓ and corruption. ✓

The practice of placing bets on which team will win the game, sometimes leads to a type of cheating called match-fixing (or game-rigging). ✓ Match-fixing happens when bookmakers and players or the referee decide which team will win or lose before the game is played. ✓ These players then play the match in a way that makes the favoured team win. ✓

A code of conduct for sports is important because it sets proper standards ✓ for any sport and ensures the correct mind-set and behaviour ✓ develops character in athletes, ✓ for example, determination and courage ✓ develops a strong mind and body ✓ develops a healthy lifestyle ✓ and develops friendships. ✓

[10]

TOTAL SECTION C: 20
GRAND TOTAL: 70

MARKING RUBRIC FOR SECTION C

(Note to the educator: – the rubric may be used for all the questions, but consider the content / topic for each question.)

LEVEL	1	2	3	4
CRITERIA	No clear explanation of the concept. No insight into the topic. Lack / poor understanding of the question.	Good explanation of the concept. Good insight into the topic. Good understanding of the question.	Very good explanation of the concept. Very good insight into topic. Very good understanding of the question.	Outstanding explanation of the topic. Outstanding insight into the topic. Outstanding / exceptional understanding of the concept.
MARK	0–2	3–4	5–7	8–10
MARK OBTAINED				