



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

GRADE 10

LIFE ORIENTATION
MID – YEAR EXAMINATION 2019
MARKING GUIDE



INSTRUCTIONS TO MARKERS

1. Mark according to the provincial examination guidelines.
2. Consider all realistic / relevant answers.
3. Do not expand the memorandum with your own answers as this is a common provincial paper / task, and should assist in fair and valid assessment across the province.
4. Adhere to the memorandum throughout the marking process as the questions are content specific and the questions should reflect taught and assessed.
5. Mark accurately and always check the all calculations and transfer of marks.
6. At least 10 % of answer scripts should be remarked by the HOD/subject head/ senior teacher as part of the post moderation process.
7. Remember we are working with learners' future, so let us be fair, valid and just in assessing their work

SECTION A

QUESTION 1.

1.1. Multiple choice

- 1.1.1. C (✓)
- 1.1.2. B (✓)
- 1.1.3. C (✓)
- 1.1.4. D (✓)
- 1.1.5. A (✓)
- 1.1.6. A (✓)
- 1.1.7. C (✓)
- 1.1.8. D (✓)
- 1.1.9. B (✓)
- 1.1.10. B (✓) (10x1)(10)

1.2. Match columns

- 1.2.1. F (✓)
- 1.2.2. D (✓)
- 1.2.3. G (✓)
- 1.2.4. B (✓)
- 1.2.5. A (✓) (5x1)(5)

1.3. Answer the following questions by writing the answer next to the question number (1.3.1 – 1.3.3) in the ANSWER BOOK.

1.3.1. Give **ONE** strategy that can be used to build confidence

- Communication. (✓)
- Successful completion of tasks or projects. (✓)
- Participation in community organisation or life. (✓)
- Making good decisions and affirmation of others. (✓) (1x1)(1)

1.3.2. Social justice is defined as the way in which human rights and equality manifested in everyday life. (✓✓) (1x2) (2)

1.3.3. Justify the importance of community needs when considering a career.

- It enables individuals to choose careers that are highly needed (✓✓)
- It guarantees employability. (✓✓)
- It ensures that individuals work locally. (✓✓)
- Any other relevant response for TWO marks each. (✓✓) (1x2)(2)

TOTAL SECTION A: 20

SECTION B

QUESTION 2

2.1. List THREE advantages of participating in physical activities.

- Become physically fit. (✓)
- Increases learner performance in class (✓)
- Encourages individuals to open up / disclose their challenges. (✓)
- Motivates individuals to seek assistance from other people (✓)
- Channels individual focus to acceptable behaviour / values. (✓)
- Prevents some of the lifestyle diseases. (✓)
- Any relevant response for ONE mark each. (✓) (3x1)(3)

2.2. Explain FOUR ways how physical activity increase learner performance

- Learner are always alert (✓) thus able to grasp what is taught in class. (✓)
- It equips with team work (✓) thus able to participate freely in groups. (✓)
- Motivates learners to attend school regularly(✓) thus improving class attendance (✓)
- Prevents unbecoming behaviour (✓) thus enabling learners to prioritise their education(✓)
- Encourage individuals to set goals and strive to achieve them(✓) which include performing well at school. (✓)
- Any relevant response for TWO marks each. . (✓✓) (4 x 2)(8)

2.3. Evaluate TWO importance of indigenous games.

- It promotes values acceptable by the community /society. (✓✓)
 - Encourages individuals to embrace and uphold their roots. (✓✓)
 - Expand individual's knowledge of other cultures and promote inclusivity. (✓✓)
 - Any relevant response for TWO marks each. . (✓✓) (2x2)(4)
- (15)



QUESTION 3

3.1. List THREE strategies that enhance self – esteem.

- Successful completion of tasks). (✓)
- Inviting and accepting genuine feedback and address grey areas. (✓)
- Participating in extramural activities (✓)
- Any other relevant response for ONE mark each. (✓) (3 x 1)(3)

3.2. Define the following concept

- Self-awareness is the ability to unleash one's potential /knowledge of one' s
- strengths and weaknesses, and the ability to change weakness to strength to live a
- positive lifestyle. (✓✓)

OR

Knowing one 's self-better. (✓✓) (1 x 2) (2)

3.3. Identify TWO ways in which self-awareness improves performance in school.

- Encourages learners to focus on their strengths and avoid derailments. (✓✓)
- Motivates them to address their grey areas (changing weaknesses to strengths) and be able to address / prevent challenges. (✓✓)
- Motivates them to work smarter thus boosting their self-efficacy to excel. (✓✓)
- Any other relevant response for TWO marks each. (✓✓) (2 x 2)(4)

3.4. Advise Rubie with THREE strategies of addressing his challenge instead of dropping out of school.

- He could have sought the assistance of social workers / psychologists (✓) to address his personality trait which is his impediment. (✓)
- He could have made teachers aware of his challenge (✓) so that he was assessed differently. (✓)
- His parents could have discussed his challenge with the register teacher (✓) and agreed on how to assist him. (✓)
- He could have submitted his profile (✓) for the school to know his challenges and coping mechanisms for support. (✓)
- Any other relevant response for TWO marks each. (✓) (✓) (3 x 2)(6)

(15)

TOTAL SECTION B : 30

SECTION C

QUESTION 4

- Give THREE of Pimose's rights violated by her parents.
 - The right to education (✓)
 - The right to be treated as a Human being with dignity (✓)
 - The right to equality (✓)
 - The right to choose (✓)
 - Any other relevant response for ONE mark each (✓) (3 x 1)(3)

 - Explain in THREE ways how the treatment will impact negatively on Pimose.
 - Pimose will decide not keep contact with members of the family or relative (✓) to avoid further humiliation. (✓)
 - She will only trust her friends or peers (✓) thinking that all parents are the same. (✓)
 - She might develop anger (✓) and avoid discussions by being aggressive. (✓)
 - Any other relevant response for TWO marks each. (✓✓) (3 x 2)(6)

 - Advise youth with THREE strategies of how to address or prevent what Pimose went through.
 - Report the case to social workers (✓) for protection and to talk to parents / community to do away with forced marriages. (✓)
 - Organise awareness campaigns (✓) to educate youth about their rights. (✓)
 - Organise a talk show at a local radio station (✓) to be a mouthpiece of those who are unable to open up / encourage people to open up unanimously to get assistance.
 - Write a petition to the government to warn communities (✓) to refrain from forced marriages. (✓)
 - Any other relevant response for TWO marks each. (✓✓) (3 x 2)(6)
- (15)

QUESTION 5

- List THREE causes of crime committed by learners.
 - Peer pressure due to gangsterism. (✓)
 - Lack of life skills (✓)
 - Poverty and giving in to get money (✓)
 - Misinformation that learners do not serve their sentences in jail (✓)
 - Any other relevant response for ONE mark each (✓) (3 x 1)(3)

- Identify THREE ways in which crime impact negatively on local communities.
 - Services provided are looted (✓) and the community is left out without basic services. (✓)
 - Crime reported from such communities makes it hot spot zones (✓) thus discouraging business people to invest there. (✓)
 - Entrepreneurs relocate to safer areas (✓) and the community is left poor. (✓)
 - Successful community members reside in safer areas (✓) and no one plough back to the community. (✓)
 - Local people become disillusioned (✓) and uphold criminal activities to seek help. (✓)
 - Communities are labelled as criminals (✓) and employers are hesitant to employ them. (✓)
 - Any other relevant response for TWO marks each (✓✓) (3 x 2)(6)

- Propose THREE ways in which learners can address crime.
 - Become whistle blowers (✓) to report criminal activities and criminals in their community. (✓)
 - Organise campaigns (✓) to concientise communities about the criminal activities, impact and hoe to prevent such. (✓)
 - Engage the municipality to provide recreational facilities (✓) and those with knowledge and skills to coach empower the community to participate in those activities. (✓)
 - Any other relevant response for TWO marks each. (✓✓) (3 x 2)(6)

(15)



QUESTION 6

- Give the skill Prinsie lacks and an example of that skill. .
 - Study skill (✓) - he is unable to draw a study plan which include study time, rest and engagement in projects, and adhere to it (organisation and time management). (✓✓)
 - Critical thinking (✓) – unable to identify the root cause of his failure and address it. (✓✓)
 - Any other relevant response for THREE marks each. (✓✓✓) (1 +2)(3)

 - Discuss THREE benefits of internal assessment.
 - It prepares learners for external assessment (✓) by acquiring knowledge of what is expected in the examination centre, (✓)
 - It encourages learners to study (✓) thus able to pass at the end of the year. (✓)
 - Boost learners self-esteem and efficacy (✓) and cope with final examination pressure. (✓)
 - Any other relevant response for TWO marks each. (✓✓) (3x2)(6)

 - Advice learners with THREE ways of taking assessment seriously.
 - Refrain from reproducing memorandum / copying (✓) as this inhibits the knowledge of the subject /content. (✓)
 - Prepare each tasks as if it is a final examination (✓) to have high CASS mark. (✓)
 - Except for tests and examinations, submit first draft to the teacher (✓) to check as to whether you are responding positively to the questions. (✓)
 - Any other relevant response for TWO marks each. (✓✓) (3x2)(6)
- (15)

TOTAL SECTION C: 30

GRAND TOTAL: 80

