

October 2011

Time 1 Hour

Grade 9

Marks 100

LIFE ORIENTATION

INSTRUCTIONS

1. Read through the questions carefully and then answer each question as fully as you are able.
 2. Use the mark allocation as a guide to how much you need to write. Each mark will require a sentence (approx. two lines)
 3. Leave a line between each question.
 4. Remember that this exam is designed to assess your opinions and ideas so you need to explain your answers to justify your opinion.
 5. Write your LO teachers name on your answer book.
 6. Rule a double margin.
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SECTION A:

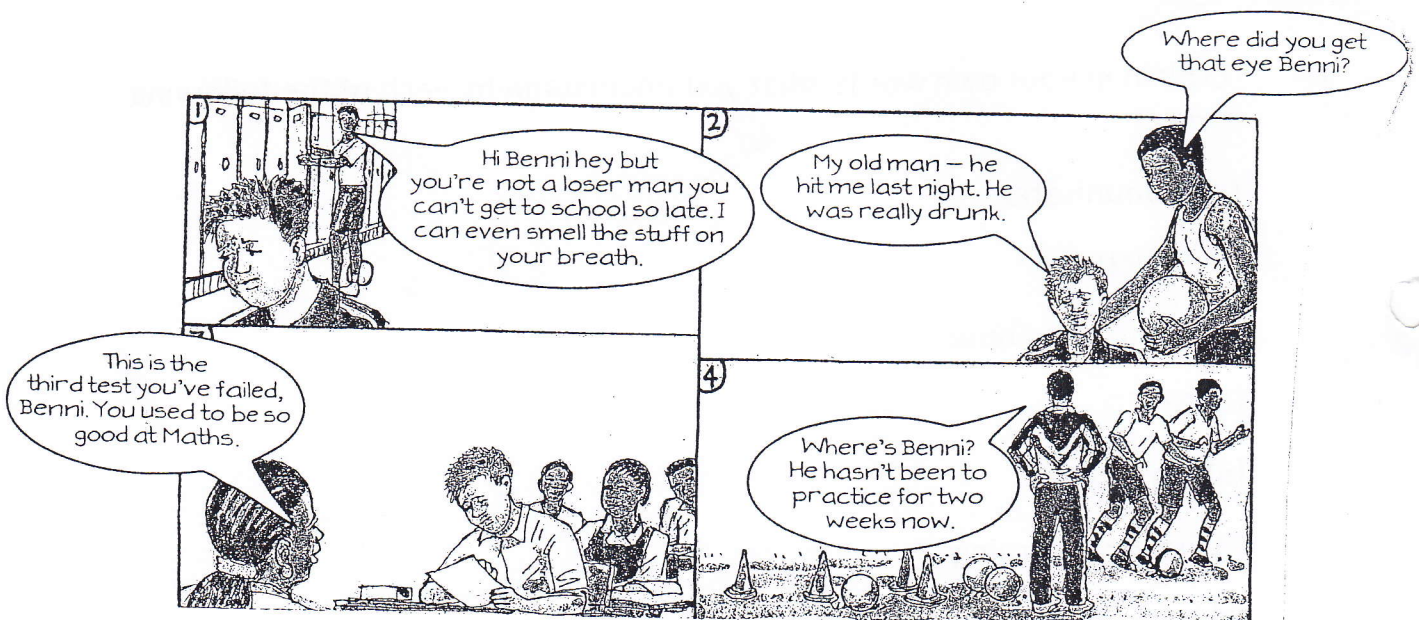
1. Explain in your own words what you understand by each of the following terms:
 - (a) immunisation
 - (b) infectious
 - (c) substance abuse
 - (d) NQF
 - (e) bursary
 - (f) life long learning
 - (g) tolerance
 - (h) empathy

8 x 2 = (16)

2. (a) Name the four types of services that municipalities in South Africa are required to provide in order to prevent serious infectious diseases. (8)
- (b) Name 2 substances that are often abused but are legal in South Africa (2)
- (c) List the 4 rules of subject combination (4)
3. (a) List the 6 steps that we use when we need to make a decision. (6)
- (b) Describe an example where you have used this decision making process. (4)
- [24]

SECTION B:

4. Read the cartoon about Benni and then answer the questions that follow



- a. What substance is Benni abusing? (1)
- b. Identify the factors that could have led to Benni's substance abuse. (2 × 2 = 4)
- c. List the signs that Benni's friends and teachers could notice to help them to respond to his substance abuse. (3 × 1 = 3)
- d. Suggest how Benni's friends and teachers could help him. (2 × 2 = 4)
- e. What rehabilitation options are available for Benni? (2)
- (14)

5. Read the story about Thandi and then answer the questions that follow



Although there are 11 official languages in South Africa, many young people are forsaking their mother-tongues to speak in an American-English mode considered 'cool' by their peers, writes Mike Nicol.

Every Tuesday and Thursday afternoon Thandi Mfiki (not her real name) goes for mother-tongue lessons in Cape Town. She's a petite, bright-eyed, 16 year old, who speaks English with a Model C accent and is cool – pronounced 'kewl' – about most things but the language lessons. The language she's learning is Xhosa.

"I mean, why?" she pouts. "Like why do I need this? If it wasn't for my mom I wouldn't bother."

Thandi's mother feels strongly about her daughter learning to speak her mother-tongue. She makes statements such as these: "In schools, English becomes the medium of instruction too early. As a result our pupils have no language background because they have not been given a thorough grounding in their mother-tongue. The result is that they have no language skills at all – neither in their mother tongue nor in English."

Thandi's mother believes that the ability of young people to learn has been decreased by the tendency towards adopting English as a 'first language'. Thandi's mom is an educator in government employ. As her opinions are unpopular and she is not allowed to speak on the record, she asked to remain nameless.

She does not speak with a Model C accent and was educated in a rural village in her mother-tongue. However, accent is unimportant. What is significant is that before she learnt English she understood how her home language worked.

Grammar lessons were wholly responsible for this. When she came to learn English, grammar was not a foreign concept and she had a firm basis on which to build her second language. Also, the grammar was drilled into her.

Thandi has had none of these advantages. Grammar is not formally taught in schools today. She has been schooled entirely in English in the past 10 years and hasn't been taught in her home language since she passed Grade 3 at the age of eight in 1996. She doesn't think her mother's accent is all that 'kewl' and sometimes – with a sigh – corrects her pronunciation.

"It is crazy that I should have to pay to have my child take private mother-tongue lessons," says Thandi's mom. "But if I don't I shall be failing her."

The other reason that Thandi takes private lessons is because her school in the northern suburbs of Cape Town doesn't offer Xhosa. To her mother, that is unacceptable. She feels learners should have to learn three languages. In Cape Town that would be English, Afrikaans and Xhosa. In Durban the languages would be Zulu, English and maybe Sotho. In Johannesburg it could be English, Pedi and Zulu.

"Bilingualism is not enough," she says. "We should be multilingual."

The idea that English is the most important language is also promoted by businesses. Even in businesses owned and run by black South Africans, English is the language in which business is conducted. Any one who does not have good English language skills is at a disadvantage in the business world.

Adapted from an article in the *Sunday Times*.

- (a) What is meant by the term 'mother – tongue'? (1)
- (b) Why does Thandi want to learn English rather than Xhosa? (2)
- (c) Why does Thandi's mother feel so strongly that children should learn their mother-tongue before they learn another language.
- (d) What does it mean to be multi-lingual? (2)
- (e) Do you agree with Thandi's mother that South African children should be taught at least the three languages most commonly spoken in their area? Explain why / why not (5)
- (f) What advantages would there be if we were all multi-lingual? (2)

[12]

SECTION C:

6. Write a paragraph of approximately 15 lines . your paragraph must begin with the words “ When I am big I want to be a” (10)
7. Write an essay of approximately one page in which you discuss the environmental issue which you have researched. You must discuss the following topic
- Why you chose that topic
 - Its causes
 - Its effects on the earth and its peoples
 - Global actions to combat the effects
- (20)