



# Hillcrest High School

Grade 09

## LIFE ORIENTATION NOVEMBER EXAM 2024

**MARKS:** 70

**TIME:** 1 Hour

**EXAMINER:** Mrs E. Naidoo

**MODERATOR:** Mrs M. McLaughlin

**NAME:** \_\_\_\_\_

**Grade 9:** \_\_\_\_\_

This table is for the marker. Please do not write in it.

Sec A - Q1	25	
Sec B – Q 2	15	
Sec B – Q3	10	
Sec C – Q4	10	
Sec C – Q5	10	
<b>TOTAL:</b>	<b>70</b>	

**Section A - Question 1**

**1.1 Multiple choice, Choose the correct answer and write only the letter (A-D) in the answer block below.**

1.1.1 Natural behaviours that enable you to do something are referred to as your...

- A. Abilities
- B. Skills
- C. Qualities
- D. Personality

1.1.2 Which type of organisation focuses on social and environmental health without aiming for profits?

- A. Private corporations
- B. Government agencies
- C. For-profit companies
- D. Non-governmental organisations (NGOs)

1.1.3 Which values is often central to religious teachings that promote peace?

- A. Greed and materialism
- B. Superiority and domination
- C. Compassion and empathy
- D. Hierarchical control

1.1.4 Trauma refers to...

- A. the emotional response to a loss.
- B. the response to a challenging situation.
- C. a deeply distressing experience.
- D. a sense of worthlessness or inadequacy.

1.1.5 A crisis can be defined as:

- A. A minor inconvenience needing attention.
- B. A disruption in life requiring urgent attention.
- C. A routine, a daily activity or a responsibility.
- D. An everyday decision-making process.

1.1.1	1.1.2	1.1.3	1.1.4	1.1.5
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**(5 x 1)**

**1.2 Give ONE word/term for EACH of the following descriptions. Write only the word next to the question numbers in the block below.**

- 1.2.1 The name of the national organisation known for providing student loans that need to be repaid after graduation.
- 1.2.2 A typical requirement for receiving a scholarship relating to a learner's marks.
- 1.2.3 The continuous development of skills and knowledge throughout a person's life.
- 1.2.4 Personal attributes, skills, and characteristics that contribute to an individual's effectiveness and success in their job or profession.
- 1.2.5 The process of making choices based on a thorough understanding of relevant information about one's educational and career path.

1.2.1
1.2.2
1.2.3
1.2.4
1.2.5

**(5x1)**

**1.3 Match the word from the word bank and write it next to each sentence in the space provided.**

Effective-communication    protection    empathy    conflict-resolution    bullying

- 1.3.1 The skill that can help individuals resolve conflicts by speaking to each other to prevent the possibility of violence.  
\_\_\_\_\_
- 1.3.2 The method that can be used to resolve disputes peacefully.  
\_\_\_\_\_
- 1.3.3 The actions offered by the local police and community centres to assist people in keeping safe. \_\_\_\_\_
- 1.3.4 A quality that plays a crucial role in defusing violent situations by fostering understanding and compassion among the individuals involved.  
\_\_\_\_\_
- 1.3.5 An act of violence often committed by peers and teens that can have lasting emotional and psychological effects on its victims.  
\_\_\_\_\_

**(5x1)**

**1.4 Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A-G) in the block provided.**

<b>Column A</b>	<b>Column B</b>
1.4.1 NGO	A. Freely offering to do something or work for an organisation without being paid.
1.4.2 Volunteer	B. A non-profit organisation that operates independently of any government, typically addressing social, political, or environmental issues.
1.4.3 Activist	C. A condition that cannot be cured and is likely to lead to someone's death.
1.4.4 Faith-Based Organisation	D. A form of tourism where travellers participate in voluntary work, often for charity.
1.4.5 Terminal Illness	E. A person who campaigns to bring about political or social change.
	F. A charity that conducts its work and provides services based on the beliefs and principles of a particular religion.
	G. The principle of concern for the happiness of others.

1.4.1	1.4.2	1.4.3	1.4.4	1.4.5
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**(5x1)**

**1.5 Provide the full name for the Abbreviations of the following words.**

1.5.1 What is the full name given to EGD subject in school?

\_\_\_\_\_ (1)

1.5.2 NSC - \_\_\_\_\_ (1)

1.5.3 PTSD - \_\_\_\_\_ (2)

1.5.4 FET - \_\_\_\_\_ (1)

**Section A: 25 Marks**

## **Section B**

### **Question 2**

Read the extract below and answer the questions that follow.

**UNODC celebrates the power of sports in preventing violence, crime and drug use among youth on the International Day of Sports**

Alice, a 15-year-old living in a rural area in Nigeria, was struggling. Feeling lonely at home, subjected to punishment for the smallest of reasons, she had tried everything in an effort to cope. Running away from home. Drinking alcohol. Taking too many sleeping pills. Her drug use, once discovered by her father, threatened to further derail her young life, for he would delay paying her school fees, claiming her education had been a wasted investment. Cut off from her friends, Alice's isolation deepened; and the counteractive coping mechanisms continued.

Eventually, Alice returned to school, where she was enrolled in the United Nations Office on Drugs and Crime (UNODC)'s "Line Up Live Up" (LULU) programme. LULU uses sports-based life skills training to empower youth and enhance their resilience to violence, crime, and drug use.

The UNODC Global Initiative on Youth Crime Prevention through Sport promotes the effective use of sport as a tool for addressing known risk and protective factors to youth violence and crime in order to reduce juvenile delinquency<sup>1</sup> and prevent drug use. It also supports the design and delivery of tailored sport-based interventions to prevent youth victimisation and recruitment by organised criminal groups, including gangs and violent extremist groups.

Alice's principal attested to the transformation she witnessed among her learners. "I thought that the LULU programme would be targeting drugs and academics," she said. "Little did I know that this knowledge could be transferred to other, deeper personal and social life situations. The program digs for the biggest problems in the learners' lives and helps them solve them in their own ways. Truly, I never imagined that sports could do this."

#### **Glossary**

<sup>1</sup>*juvenile delinquency* – Refers to a young person who behaves in an unacceptable and often criminal way.

[Adapted from <https://www.unodc.org/conig/en/stories/i-never-imagined-that-sports-could-do-this.html>  
Accessed on 20 June 2024]

2.1 Describe the term 'Interventions', that is used in the case study.

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(2)

2.2 Discuss TWO emotional impacts community violence may have on a teen.

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(2 x 2)

2.3 Provide TWO support systems teens can seek out if they are facing violence at home.

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(2)

2.4 Assess TWO ways in which learning about sports ethics can help teens avoid choosing violence.

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(2 x 2) (4)

2.5 Suggest 3 effects a person witnessing a fight might experience.

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(3)

**[15]**

**Question 3**

Read the extract below and answer the questions that follow.

**Empowering our youth through learning opportunities**

The election of a democratic government in 1994 brought about fundamental changes in the education system. Education, starting from primary to higher or tertiary learning, was no longer for the elite since the government made commitments to expand access to all.

This includes introducing a no-fee school policy and funding assistance provided to disadvantaged students through the National Student Financial Aid Scheme (NSFAS). At present, NSFAS is funding 1.1 million students.

By providing options to learners to further their studies, the government has ensured that the youth are given the opportunity to seek out lifelong learning and reach their goals.

*[Adapted from <https://www.gov.za/blog/>, Accessed on 20 June 2024]*

3.1 Define the term 'funding assistance' with regards to tertiary study.

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(2)

3.2 Discuss TWO reasons why Grade 9 learners should consider looking into tertiary education funding options before the end of their high school careers.

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(2 x 2) (4)

3.3 Give 4 examples of funding your studies, without the help of your parents.

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(4)

**[10]**  
**Section B: 25 Marks**



