

Term 4 Formal Assessment Exemplar 1

End-of-year examination (70 marks)

SECTION A

NOTE:

For one word answers, write only the question number and the word.

For multiple-choice questions, write only the question number and the letter of the correct answer.

Question 1

Give a word/term for each description:

- 1.1 You want to do things without being forced. (1)
 - 1.2 A person is sexually attracted to someone of the opposite sex. (1)
 - 1.3 The way of behaving that is usual in your community and family. (1)
 - 1.4 Skills that help you to find a solution; you usually get some things that you want while the other person also gets some things that he or she wants, but neither of you get everything you want. (1)
 - 1.5 A way of saying what you want and how you feel without being rude. (1)
- [5]

Question 2

Are these statements true or false?

- 2.1 Problem solving is the skill of breaking information up into smaller parts to understand the whole. (1)
 - 2.2 Synthesising is the skill of putting parts of information together to make meaning of all the information. (1)
 - 2.3 Analysing is the skill of looking for similarities and differences. (1)
 - 2.4 Creative thinking is the skill of reviewing information that you have already read once before. (1)
 - 2.5 Evaluating is judging the value of information. (1)
- [5]

Question 3

Fill in the following missing words in these sentences – enterprising, realistic, investigative, social and conventional:

- 3.1 People in the ____ career category should have good listening and communication skills. (1)
 - 3.2 People in the ____ career category should have good organisational and classification skills, and be able to concentrate well. (1)
 - 3.3 People in the ____ career category should be entrepreneurial and able to communicate their ideas well. (1)
 - 3.4 People in the ____ career category should be highly inquisitive. (1)
 - 3.5 People in the ____ career category should be able to use tools well. (1)
- [5]

Question 4

List five activities that kinaesthetic learners enjoy. [5]

Question 5

List five services that local government should provide the community. [5]

Total Section A: 25 marks

SECTION B**Question 6**

Read the case study and answer the questions:

Maya is a Grade 8 learner. Her parents want her to be a teacher or a social worker, as they think these are suitable careers for a girl. Maya isn't interested in either of these careers, but she doesn't know what she would prefer to do. Her favourite subjects are Maths, Science, and Art and Design and her hobbies are making model aeroplanes and Sudoku. She is very shy and has only one close friend at school. She loves her country and wants to contribute to its development.

6.1 Why are Maya's parents' career choices not suitable for her? (2)

6.2 Using the information from the case study, follow the decision-making process to suggest a suitable career for Maya. (6)

[8]

Question 7

Read the case study and answer the questions:

Peter's father died two years ago, and his mother recently remarried. Peter and his mother now live at his stepfather's house. On the weekend his stepfather often goes out with his friends and gets drunk. When he gets home late at night, Peter's mother refuses to let him into their bedroom so he has to sleep on the spare bed in Peter's room. Sometimes he gets into Peter's bed and sexually abuses him. When Peter tried to tell his mother about this, she got angry with him and said he was telling lies because he didn't like his stepfather, who was providing a comfortable home.

7.1 Which of Peter's rights are being abused? (2)

7.2 Suggest two things Peter can do to stop the abuse and deal with the situation. (6)

[8]

Question 8

Your principal has asked you to make a pamphlet on self-motivation for next year's Grade 8 learners, based on your own experience of starting high school. Write two or three sentences explaining why it is important to be self-motivated at high school. Then suggest four things learners can do to motivate themselves. (5 and 4) [9]

Total Section B: 25 marks

SECTION C

Answer TWO of the following questions:

Question 9

Your local newspaper is running a competition for a proposal for a 'Proudly South African' event in your area. Draw up a proposal, which should include the following information:

- 9.1 List the different cultural groups living in your area and say what they have in common. (4)
- 9.2 Outline the focus of the event, and mention two activities relating to the common interests you identified above. (4)
- 9.3 Outline the benefits of this event for the community. (2)

[10]

Question 10

During the last month the following incidents have been reported at your school:

- During a discussion on cultural festivals in an LO lesson, a learner described how a cow was slaughtered during a traditional marriage ceremony she attended. A classmate called her a 'savage'.
- A Hindu learner was told by another learner that he was going to 'go to hell' because he worships many gods.
- A group of learners were talking Xitsonga in the playground, and other learners mocked and laughed at them.

Your principal is very concerned about the intolerance some learners at the school are showing towards others. She has asked for ideas for a code of conduct to prevent such incidents happening in the future. Which human rights are violated in the above examples? Why is it important that we show tolerance to each other? Suggest three items for the code of conduct.

[10]

Question 11

In your community the streets and pavements are dirty, and outside many of the houses there are broken rubbish bags with rotting refuse because it is not collected regularly. Sometimes, two weeks go by before the refuse is removed. Some people have started to burn their rubbish – a practice that they know is not allowed in terms of the local by-laws – and the smoke pollutes the air. Write to your local councillor about this unhealthy environmental problem.

Your first paragraph should outline your concerns about the health hazards in the area and point out which human rights are being violated. (5)

Your second paragraph should suggest a course of action that could solve the problem. (5)

[10]

Total Section C: 20 marks

Grand Total: 70 marks

Term 4 Formal Assessment

Exemplar 1 Memorandum

End-year examination (70 marks)

Section A (25 marks)

Question 1 (5 marks)

Give a term for each description:

- | | | |
|-----|--------------|-----|
| 1.1 | motivated | (1) |
| 1.2 | heterosexual | (1) |
| 1.3 | norm | (1) |
| 1.4 | negotiation | (1) |
| 1.5 | assertive | (1) |

Question 2 (5 marks)

Are these statements true or false?

- | | | |
|-----|-------|-----|
| 2.1 | False | (1) |
| 2.2 | True | (1) |
| 2.3 | False | (1) |
| 2.4 | False | (1) |
| 2.5 | True | (1) |

Question 3 (5 marks)

- | | | |
|-----|---------------|-----|
| 3.1 | social | (1) |
| 3.2 | conventional | (1) |
| 3.3 | enterprising | (1) |
| 3.4 | investigative | (1) |
| 3.5 | realistic | (1) |

Question 4 (5 marks)

Learning with action and movement; hands-on activities; simulated real-life experiences; touching, feeling and holding objects; experiments; making models (any 5)

Question 5 (5 marks)

Provide clean, safe water; sanitation services; refuse removal; making by-laws to ensure environmental health (for example, to prevent dumping) and employing Environmental Health Practitioners to control environmental health (for example, to check restaurants)

Section B (25 marks)**Question 6 (8 marks)**

- 6.1 Teaching and social work fall into the social career category, but Maya is shy and doesn't like socialising. (2)
- 6.2 Example: Step 1: Identify interests: model aeroplanes, Sudoku
 Step 2: Identify abilities and strengths: number problems, designing and making things
 Step 3: Identify values: wants to contribute to development of country
 Career category: Investigative, realistic
 Possible careers: Engineer, architect (or any other suitable suggestion) (6)

Question 7 (8 marks)

- 7.1 Any two: Right to protection from violence, dignity, privacy, safety and security. (2)
- 7.2 Learner's own ideas. Examples: Talk to a trusted adult (e.g. religious leader, teacher, adult family member); try to convince mother by being assertive, being aware of own rights and knowing it's not his fault. (2 × 3 = 6)

Question 8 (9 marks)

Paragraph 1: Learners' own ideas about the importance of self-motivation in two or three sentences. Examples: larger classes; high school is more demanding; teachers don't have time to pay attention to every learner; learners are not children any longer so are expected to do more for themselves – they need to prepare for tertiary education and the workplace. (5)

Paragraph 2: Any four suggestions from the section in the Learner's Book How to be self-motivated; or learners' own ideas. Examples: regular exercise; learn a new skill; know and build on your strengths; use positive self-talk and believe in yourself; set goals for yourself. (4)

Section C (20 marks)**Question 9 (10 marks)**

- 9.1 Learner's own list of cultural groups and what they have in common. (4)
- 9.2 Focus of the event, and two activities relating to common interests above. (4)
- 9.3 Learner's own ideas about benefits of event for the community. (2)

Question 10 (10 marks)

Rights being violated: freedom of religion, right to dignity and respect, freedom to express ourselves in our own language.

Importance of showing tolerance: learners' own opinion

Code of conduct: three suitable items that protect rights and promote tolerance

Question 11 (10 marks)

Paragraph 1: Learners' own summary of concerns about the health hazards (for example air pollution, spreading of diseases). Under the Constitution you have the right to stay in a clean, healthy and safe environment. (5)

Paragraph 2: Learners' own ideas about dealing with problem: for example, improved service-delivery, awareness-raising campaign around by-laws,

environmental health issues, involving learners and unemployed people in cleaning up.

(5)

Term 4 Formal Assessment Physical Education Task (PET)

Physical Education Task (30 marks)

- Participation and movement performance will be assessed in PE this term (see the rubric on page 16).
- Give a mark out of 20 for participation
- Mark movement performance in target games out of 10 (5×2), using the rubric on page 16.

Term 4 Formal Assessment Exemplar 2

End-of-year examination (70 marks)

SECTION A

Question 1

- 1.1 Which of the following is an agreement signed between the South African government and other countries around the world?
- A Environmental Health Practitioners
 - B CITES
 - C Endangered Wildlife Trust
 - D Environmental Management Act
- (1)
- 1.2 What is the name of the South African special investigation unit that investigates companies that pollute or damage the environment?
- A The Hawks
 - B The Special Investigation Unit
 - C The Leopards
 - D The Green Scorpions
- (1)
- 1.3 What is the name of the international day where people show their support for the preservation of the environment?
- A World Heritage Day
 - B Climate Day
 - C Earth Day
 - D Green Day
- (1)
- 1.4 Which day of the year is the international day where people show their support for the preservation of the environment?
- A 1 May
 - B 22 April
 - C 27 April

- D 10 May (1)
- 1.5 We have a right to a safe and healthy environment. What is our responsibility linked to this right?
- A To take care of the environment
 - B To keep our homes clean
 - C To protest against poaching rhinos
 - D To implement environmental health programmes (1)
- [5]

Question 2

2.1 Match each level of government to the role it has in protecting the environment

A. Constitution	1. Provides regulations and implement laws
B. National government	2. Creates by-laws to control environment
C. National and provincial government	3. Protects environmental rights
D. Local government	4. Develops policies and laws

(4)

2.2 Is this statement True or False?

People in communities are responsible for reporting companies who break environmental laws. (1)

[5]

Question 3

Choose the correct word from the two options:

- 3.1 Negotiation skills include using (you/I) statements. (1)
- 3.2 People’s day-to-day way of behaving and what they consider to be normal are called (norms/values). (1)
- 3.3 Being sexually attracted to someone of the same sex is called (heterosexuality/homosexuality). (1)
- 3.4 Putting parts of information together to try to understand all the information is called (analysing/synthesising). (1)
- 3.5 When you negotiate your point, you are most likely to succeed if you use (submissive/assertive) body language. (1)

[5]

Question 4

List ways in which people can build trust in a relationship.

[5]

Question 5

5.1 How can a person’s culture affect their self-image? (2)

5.2 List three ways in which we can build a positive self-image in the way we think about culture. (3)

[5]

Total Section A: 25 marks

SECTION B

Question 6

Answer the questions based on this scenario

Mandisa lives in an area where there are gangsters and a high rate of crime. She recently took Tik when at a party. She knows that it is dangerous, but doesn't know whether or not she wants to stop taking drugs.

- 6.1 Explain how Mandisa can make her decision. (3)
- 6.2 What could the consequences of continuing taking the drugs be? And what could the consequences of staying sober be for Mandisa? (6)
- [9]

Question 7

Nation building

- 7.1 Name two things that we need to get right to build our nation successfully. (2)
- 7.2 Describe two ways that South Africans use to create a common identity. (2)
- 7.3 Describe two ways that either individuals or groups have contributed to nation building in South Africa. (2)
- [6]

Question 8

Write a paragraph about cultural diversity.

Write a paragraph of no more than ten sentences about a difference between your culture and another culture, and describe how people from the different cultures could respect this difference.

[10]

Total Section B: 25 marks

SECTION C

Answer TWO of three questions.

Question 9

Read the scenario and then write the letter.

Andrew got drunk and had a fight with an older boy. He later also had sex with someone at the party and can't remember if he used a condom or not. He is now worried that he may have been infected with HIV.

Write a letter to Andrew giving him advice about what to do if he is HIV positive and how he can protect himself in the future.

[10]

Question 10

Read the scenario and answer the question.

Suppose you noticed that some of the learners at your school were bullying younger learners. They are also preventing girls from playing sport on the school field and saying rude and hurtful things to the girls.

Explain which human rights are being violated and discuss how you and others at your school could prevent or deal with these human rights abuses.

[10]

Question 11

Write a description of thinking skills.

To perform well at school and in your career you make use of different thinking skills: analysing, synthesising, comparing, evaluating, problem-solving, and creative thinking.

Describe three of these thinking skills using examples from learning a particular subject at school. Then state what way of thinking you most enjoy and how it links to a career field that you want follow.

[10]

Total Section C: 20 marks

Grand Total: 70 marks

Term 4 Formal Assessment Exemplar 2 Memorandum

End-of-year examination (70 marks)

Section A (25 marks)

Question 1 (5 marks)

- 1.1 B (1)
- 1.2 D (1)
- 1.3 C (1)
- 1.4 B (1)
- 1.5 A (1)

Question 2 (5 marks)

2.1

A. Constitution	3. Protects environmental rights
B. National government	4. Develops policies and laws
C. National and provincial government	1. Provide regulations and implement laws
D. Local government	2. Create bylaws to control environment

(4)

2.2 True

(1)

Question 3 (5 marks)

- 3.1 I (1)
- 3.2 norms (1)
- 3.3 homosexuality (1)
- 3.4 synthesising (1)
- 3.5 assertive (1)

Question 4 (5 marks)

Ways in which people can build trust in a relationship is to: accept the person for who they are and not to change them; be honest but not say things to hurt someone; support and encourage friends; be trustworthy; be willing to compromise; be reliable; not be possessive or controlling; talk openly about your thoughts and feelings. (any 5)

Question 5 (5 marks)

- 5.1 Culture includes our history and is an important part of our identity. Our cultural group also teaches us how to behave to be accepted by others. (2)
- 5.2 Respect our culture and that of other people; think about what people of different cultures can share with one another; and think about what you can learn from people from other cultures. (3)

Section B (25 marks)**Question 6 (9 marks)**

- 6.1 Mandisa should list what makes her want to take the drug and what makes her want to stop taking the drug. She should weigh up all these factors and make a sober decision. May also accept listing consequences or support that she need. (3)
- 6.2 Learners' answers will vary but should include physical, emotional, family and financial problems that are likely to result if Mandisa continues taking tik; For example: she will become addicted; her skin, teeth, hair, and internal organs will be damaged; she is likely to have conflict with her family; become involved in violence and crime; may be raped or rape someone, and so on. Positive consequences may include: feeling like she belongs; trying to escape the fear that gangs bring; losing weight, and so on. The consequences of staying sober may be: being rejected by her friends; being able to complete her studies; having money to help her future; avoiding high risk activities that could result in HIV infection; teen pregnancy; violence, and death; finding new ways to cope, and so on. (6)

Question 7 (6 marks)

- 7.1 Any two of the following: create a common, shared South African identity; make sure that our democracy works well; meet people's basic needs such as food, housing, health care, education and employment. (2)
- 7.2 Any two of the following: national symbols, including all the languages and cultures of South Africa's people in our national identity, identifying and building on shared things, for example, enjoying music and sport that South Africans have in common. (2)

- 7.3 Any relevant examples for example: people from other cultures should be welcomed in the home; sharing resources with schools from other areas; Proudly South African logo and so on. Ensure that the learners describe how these contribute to nation building, rather than just listing people's or group's names. (2)

Question 8 (10 marks)

The first two or three sentences should describe a differences between the learner's culture and another culture. The learner should then describe ways that people from the different cultures could respect these differences. Learners may also include how this aspect of their culture has influenced them, or how these differences could cause misunderstanding and difficulties.

Section C (20 marks)

Answer TWO of the three questions

Question 9 (10 marks)

The advice in the letter should include getting an HIV test so that he knows his status. If it is positive he will need to visit his clinic regularly, eat healthy food, keep fit and have a positive attitude. He will need to take ARVs for the rest of his life once his CD4 count drops below 350. To protect himself in the future, he should avoid drinking alcohol, fighting and unsafe sex. Thinking about what he wants to achieve in his life – what his dreams are and then assessing whether any of his high-risk behaviour helps him to achieve this.

Question 10 (10 marks)

Rights being violated include the right to dignity, safety and security of the person, and the right to equality. Ideas to prevent human rights abuses will vary but could include reporting abuse to the principal, police and trusted adults, standing up for the rights of others, educating people about their rights and becoming an activist in various ways.

Question 11 (10 marks)

Learners should describe three of the thinking skills listed and provide an example of when they use that skill in their subjects. They should then state which way of thinking they most enjoy and how it links to a career field that they want follow.