

**LIFE ORIENTATION
GRADE 10**

TERM 3 PROJECT MARKING GUIDELINES

MARKS: 90

MARKING GUIDELINES

This MARKING GUIDELINES consists of 8 pages

LIFE ORIENTATION GRADE 10
FORMAL ASSESSMENT TASK 3: PROJECT TERM 3
MARKING GUIDELINE

TOPIC	DEVELOPMENT OF SELF IN SOCIETY CAREER AND CAREER CHOICES
SUB TOPICS	▪ LIFE ROLES ▪ CHANGE FROM ADOLESCENCE TO ADULTHOOD. ▪ BEHAVIOUR THAT CAN LEAD TO TEENAGE PREGNANCY. ▪ ECONOMIC SECTORS
PURPOSE	▪ Create awareness to learners about behaviour that could lead towards teenage pregnancy and the consequences thereof. ▪ Making learners aware about life roles and how they change as they grow ▪ Helping learners to choose careers taking into consideration economic sectors.
DURATION	2 Weeks
MARKS	Cover page = 1 Table of content = 2 Bibliography = 2 Activity 1 = 42 Activity 2 = 43 Total = 90

NOTE TO THE MARKER

- **Give credit to learners who provide well reasonable arguments and statements as expected from the question.**
- **Learners must answer in full sentences**
- **A tick must be placed at the fact written by learners.**

ACTIVITY 1

1.1 Life role is the part✓ someone has to play in a family, society or other groups✓. For example, being a teacher, parent, student etc.

- Peer pressure is a feeling that you must do the same things as other people of your age and social group✓ in order to be linked or respected by them.✓

The influence that peer can have on each other✓

When you are convinced by peers to do what they do✓ in order for you to be accepted by the peers or group.✓

- Hormones are natural substances that are produced in the body ✓and that influence the way the body grows or develop.✓

Hormones are chemical substances ✓which for example promote cell growth, regulation of cell activity and brain activity.✓

- Assertiveness is the ability to explicitly and respectfully express one's feelings about what one wants, feels, views✓ without being aggressive✓

Being confident and forceful,✓ but not aggressive.✓

(2X4=8)

1.2 Mention any **FOUR** life roles include responsibilities and relationship with others.

Life roles✓	Responsibilities and relationship with others✓
Parent✓	Responsible for looking after your children✓
Partner✓	Interdependent relationship with life partner, wife or husband, responsible for caring for each other.✓
Breadwinner✓	Provide food, shelter and necessities for your family and loved ones who depend on you.✓
employer✓	Need good relationship with employees, responsible for giving them fair working conditions and paying them on time each month.✓
Student✓	Responsible for working hard in studies and passing.✓
Leader✓	Make decisions, guide and show initiative, show respect and fairness to followers.✓
Follower✓	Listen to the leaders instructions and obey, co-operate and respect the leader.✓

	ANY OTHER RELEVANT RESPONSES
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(2X4=8)

1.3 Write **four to five** lines explaining how life roles can change because of circumstances.

Sometimes life roles can change or are forced on people because of circumstances. One might be young or still being a learner, but have a responsibility to look after and support your family because your parents doesn't have money or any source of income. Sometimes one can be responsible for looking after the siblings while parents are at work or taking care of your parents because they are ill/sick.

(four marks for well explained responses.)

(4)

[20]**1.4.1 Define teenage pregnancy**

Refers to a female adolescence becoming pregnant between the ages of 13-19.✓ The young female often don't complete their education.✓

(2)

1.4.2 Discuss ONE consequences of teenage pregnancy on:

- The individual

These young females often don't complete their education✓ and they begin a perpetual cycle in which their child may further go on to become a teenage parent as well.✓

- Parents increase teen's flexibility's through their care/ support✓ as well as maintaining the youth child financially.✓

(2x3=4)

1.4.3 Explain how each of the following concepts could encourage teenagers to end up being

parents before the right time:

- Peer pressure

Is the major cause of sexual abuse, often females may be pressured or forced by an older male partner to engage in sexual activity.✓ These young females out of fear may feel forced to engage in unprotected sex without a choice.✓

- Social grant

Social grant such as child support grant which is intended to help provide some income to poor household✓ may encourage young girls to have children as they are looking at the grant offered as the young girls are from poor families.✓

Social grant such as

- Culture

In some cultures, customs and traditional lead to early marriage which would therefore lead to early pregnancy.✓ In these cases pregnancy is acceptable and is most often intentional .✓

(2x3=6)

1.4.4 Discuss critically the **FIVE** religious principles that may impact positively on the issue of teenage pregnancy.

- Abstinence from sex/ No sex before marriage.✓ This may serve as good self-discipline or delay in sex activities to the teens.✓
- Mentorship on Premarital guidance provided by the churches✓ to the teens and will make them grow more spiritual and disciplined.✓
- The spiritual messages they receive in the churches✓ revive their spiritual realism thus motivate them to be holy all the time.✓
- Emphasise on personal destiny by the churches✓ will assure them that if they stick to what they are doing will be rewarded of living a good life.✓
- The kind of punishment used when teenagers fall pregnant before marriage such as suspension on church matters✓ is highly motivating to most of church teens.✓

(2x5=10)

[22]

ACTIVITY 2

2.1 Change from adolescence to adulthood

2.1.1 As you become an adult, it is not only your roles that change. You also experience changes that shows that you are becoming an adult. Discuss the following changes:

- Physical changes

When a child develops into an adult, somewhere between 10 and 19 years old, boys and girls bodies change or develop. ✓ Girls might get more Curves and the hips get wider, breast start to develop, menstruation start.✓ Boys muscles get bigger and stronger, the voice changes ad get deeper, they experience wet dreams. ✓

- Emotional changes

It's a change in your feelings and thinking, ✓ for example: feel unsure about yourself, ✓ worrying about the way one looks, feels that no one understand you, becoming very interested in opposite sex, arguing with the parents. ✓

- Social changes

Social changes are changes in your relationship with others, such as family, friends and people in the workplace. ✓ For example: Teenagers start to have close relationship with people outside the family, such as peers and friends, ✓ sometimes they fight with their parents, they start ,making friends with opposite sex. ✓

(3x3=9)

2.1.2 CELEBRATE PHYSICAL AND EMOTIONAL CHANGE

Not all change is **negative**. Write a paragraph on the **positive** and good emotions you experienced when your body changed in adolescence.

- Felt beautiful and grown up ✓
- Deep voice makes me feel like a man ✓
- Broad shoulders make me feel strong ✓
- I liked the way the boys looks at my curves ✓
- When I started my periods, I felt like an woman ✓
- My bigger muscle made me feel powerful ✓
- I like being able to grow a beard or moustache or sideburns, I think they make me look handsome ✓
- People take me more seriously because I look like grown up ✓

Any other relevant responses accepted.

(8)

[17]

2.2 CAREER AND CAREER CHOICES

2.2.1 Explain the following concepts:

- Career

An occupation that you have for larger part of your life. ✓ It gives you opportunities to progress. ✓

- Abilities

The skills you possess that help you to do things well. ✓

Skills or things you can do. ✓

▪ Economic Sector

A part of an economy that includes certain kinds of jobs✓✓

(2x3=6)

2.2.2 one way to help you decide about a career to follow is to look at different sectors of South Africa's economy. Name and discuss THREE economic sectors.

• Primary sector

Includes all those activities the end purpose of which consist in exploiting natural resources.✓ Jobs in this sector involve taking raw materials from nature and making them into basic foods and products.✓ Examples of raw materials include mielies, wood, coal, iron, diamond. A coal miner ,people who catch fish are examples of people who works at this sector. ✓

• Secondary sector

Responsible for changing or transforming raw materials into final / useful goods.✓ People who work at this sector take, material and make them into goods that can be sold. Builders, metal workers, car manufacturers, people who brew beer, engineers and paint and chemical ✓manufactures are example of people who works at this sector.✓

• Tertiary sector

provide services to people and businesses.✓ They include teachers, bankers, dry cleaners, sales assistants, estate agents, and movie makers, people who run restaurants, tour lawyers, doctors, actors and truck drivers.✓✓

(3x3=9)

2.2.3 Give **THREE** examples of careers and their workplace environment

Work place	Careers
Outdoors ✓	Builder, Road engineers, Game ranger, Forester, Professional sportsperson, sailor, Environmentalist✓✓
Indoors ✓	Pharmacists, Clerk, Hotel manager ,Lawyer, Accountant , Lecture, Teacher, Chef.✓✓
Laboratory ✓	Technologist, Inventor, researcher, Scientist.✓✓
Mine ✓	Geologist ,miner, metallurgist✓✓
Workshop ✓	Bookbinder, Mechanic, Carpenter✓✓

factory✓	Engineer, machine operator, Clothing manufacture, food processor✓✓
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(3x3=9)

2.3 CONCLUSION

2.2.1 What did you learn from doing this project? (

- To be away from risky behaviours that can impact negatively on lifestyle choices✓
- The importance of life and how to have a good relationship with people around you by leading or taking part in their lives.✓
- Doing thorough investigations about different careers in order to make suitable career choices.✓

(2)

(27)

[43]

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