



Life Orientation Grade 11 Revision Term 3 2021

Bachelors of education (Sol Plaatje University)



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LIFE ORIENTATION

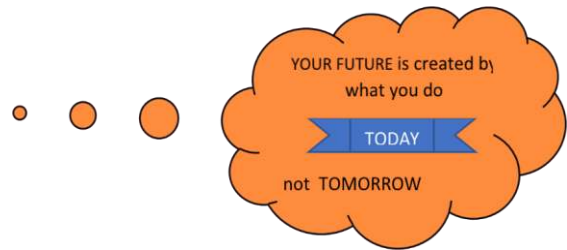
REVISION BOOKLET

2021 TERM 3

Grade 11

This revision program is designed to assist you in revising the critical content and skills covered during the 3rd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the final Grade 11 examination.

Dear Grade 11 Learner



The COVID-19 pandemic has changed our lives in so many ways. In South Africa, we have gone through different levels, experienced some challenging times. While all measures are taken to ensure that the spread of the pandemic is brought under control, we remain unsure about the future.

In the words of Dr. **Dr Takeshi Kasai of the WHO**, 'worldwide we have surpassed 106 million cases, and tragically, more than 2.3 million people have lost their lives to the disease. These are not just numbers, but people. Each person has a name and a story. And each name is someone's mother, father, child, brother, sister or grandparent.'

So, whatever the lockdown level, you must remember to remain focused on your goals. You are encouraged to stay disciplined, persevere and keep on keeping on!!!!

It is important to remember that
the virus has no feet, nor hands.....

we are the ones who help it to
move. So, adhere to the health protocols.

Below are a few protocols

- ✚ Tell someone when you feel sick feeling sick (do not come to school)
- ✚ Refrain from teasing anyone who are sick 9(infected with virus)
- ✚ Wash hands frequently with soap and water
- ✚ Refrain from touching eyes, mouth & face
- ✚ Not share cups, eating utensils, food, drinks with others
- ✚ Sneeze or cough into a bent elbow or tissue
- ✚ Share information with family & friends

SANITISE...ALWAYS WEAR A MASK... MAINTAIN SOCIAL DISTANCING...AND STAY SAFE!

THE PURPOSE OF THIS REVISION PACK IS TO HELP YOU TO CONSOLIDATE, REVISE THE CONTENT COVERED AND OF COURSE TO HELP YOU PREPARE FOR THE FORMAL ASSESSMENT, WHETHER IT IS A TASK OR TEST.

The Programme of Assessment for your grade 11 year is as follow:

TERM	ASSESSMENT TASK	MARKS PER TERM	
		RECORDING	REPORTING
1	Source-based task	90	100
	PET	10	
2	Controlled Test	100	100
3	Project	90	100
	PET	10	
4	Final Examinations	100	100
FINAL TOTAL		400	400

REMINDER:

On the WCED e-portal are Grade lessons available and at the end of every lesson there are activities and examination type questions.

Use them in conjunction with these questions to revise, revise and revise!



REVISION



The following list is just to remind you about the meaning of the action verbs/ instruction words used in controlled tests/tasks/examinations.



L1 and L 2 (lower order)		L3 and L 4 (middle order)		L5 and L 6 (higher order)	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, basic concepts and answers.	Demonstrate understanding of facts and ideas by: organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying reasons or causes. Make inference and find evidence to support generalisations.	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Compile information together in a different way by combining elements in a new pattern or proposing an alternative solution
Choose Define Find How List Match Name Relate Select What When Where Which Who Why	Classify Compare Contrast Explain Illustrate Outline Summarise Infer Relate Show Demonstrate	Apply Choose Develop Identify Interview Construct Report Change Conclude Demonstrate Discuss Explain Illustrate Interpret Report Review Summarise Tell Prepare Show	Analyse Assume Categorise Classify Compare Contrast Conclude Distinguish Examine Infer	Apply Appraise Assess Compare Conclude Consider Criticise Decide Defend Determine Evaluate Explain Interpret Judge Justify Recommend Support Argue	Change Choose Combine Compile Compose Construct Create Develop Elaborate Imagine Improve Plan Predict Propose Solve Suppose Produce

According to the Programme of Assessment, you will be writing a **CONTROLLED TEST** for 100 marks

If you want to be successful in tests and examination, you must:

- Ensure you that you are familiar with outline/framework of the controlled test
- Know and understand the Life Orientation concepts
- Work through as many examination type questions available to you



Outline of the controlled test/examination:

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
All questions are COMPULSORY	All questions are COMPULSORY	Learners will answer TWO 20-mark questions out of THREE
<ul style="list-style-type: none"> • A short source may be used to contextualise some of the questions • The questions must include a combination of THREE or more types of questions from the list below: <ul style="list-style-type: none"> ○ Multiple choice ○ One-word responses (list, state, provide, give) ○ Definitions ○ Short explanations (why, how, describe, explain, discuss) • Questions should test understanding and factual knowledge • Responses should be short, direct • Mark allocation for the questions should range between 1 – 2 mark 	<ul style="list-style-type: none"> • Learners will answer TWO 20-mark questions. Short open-ended questions could be: <ul style="list-style-type: none"> ○ Scenario based ○ Source-based ○ Case study ○ Cartoons ○ Illustration ○ Graphs • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content in the FET band. • Learners should display, present and apply knowledge and skills gained from the Life Orientation content. • Mark allocation for questions in this section could range between 2 – 4 marks in total per question. 	<ul style="list-style-type: none"> • Questions will predominantly focus on the application of knowledge and skills • A short text/diagram/data/graphs/cartoons can be provided as a stimulus • Questions will predominantly focus on the application of knowledge and skills • Learners will be required to: <ul style="list-style-type: none"> ○ Explain/examine/analyse/evaluate/critically discuss a topic. ○ Make decisions and give advice ○ Provide recommendations ○ Make conclusions. ○ Solve problems • Learners should provide responses through extended writing of descriptive paragraphs or short essays. • Mark allocation for sub questions in this section could range between 4 – 8 marks in total per question.

INSTRUCTION VERBS

Command verbs	What is required /expected from you
Name / State	State something without discussion / write facts.
List	Write a list of items
Give	Write an answer by recall of information/
Define	Give a clear meaning
Describe	Give a detailed explanation of something
Discuss	Write/talk as if you were sharing your knowledge with someone else. Use details and examples to explain the topic
Explain	To make clear, interpret and spell out the content.
Recommend/Suggest	Put an idea or plan/strategy forward for consideration that is most suitable in the context. (in LO a solution)
Evaluate	Give your own opinions/views based on your findings and defend them. Give judgments (is this right or wrong) about the information

TERM 3

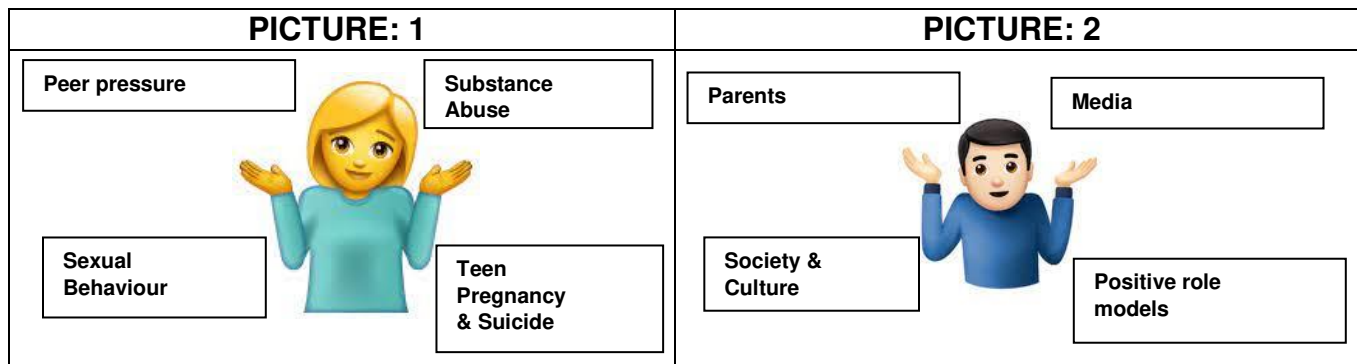
DEVELOPMENT OF SELF IN SOCIETY

QUESTION: 1

Define the following:

- 1.1 Balanced lifestyle (3x1)
- 1.2 Lifestyle choices
- 1.3 Risky behaviour

- 1.4 Discuss **TWO** possible effects that a pandemic like COVID-19 can have on the emotional health of a person (2x2)



Look at the image above and answer the questions which follow:

- 1.5 Using **PICTURE: 1**, explain how **TWO** of the behaviours negatively impacts our lifestyle choices. (2x2)
- 1.6 Using **PICTURE: 2**, discuss **TWO** ways how the media can positively influence one's lifestyle choices (2x2)
- 1.7 Discuss the importance of having positive role models in one's life. (2x2)
- 1.8 Recommend **TWO** ways how you can be a positive role model to your peers. In **EACH** of your recommendation indicate how it positively influence behaviour. (3x2)

QUESTION: 2



- 2.1 **Your emotional well-being has an impact on your behaviour in life.**
Describe **TWO** actions you would take to stay emotionally healthy during the lock down period. (2x2)
- 2.2 Why do people find it difficult to follow a balanced and nutritious diet? (2x2)
- 2.3 Recommend **THREE** positive strategies how to deal with negative thoughts as a way of preventing ill health. (3x2)

CAREER AND CAREER CHOICES

QUESTION: 3



Define the following terms and provide **ONE** example of a job/career:

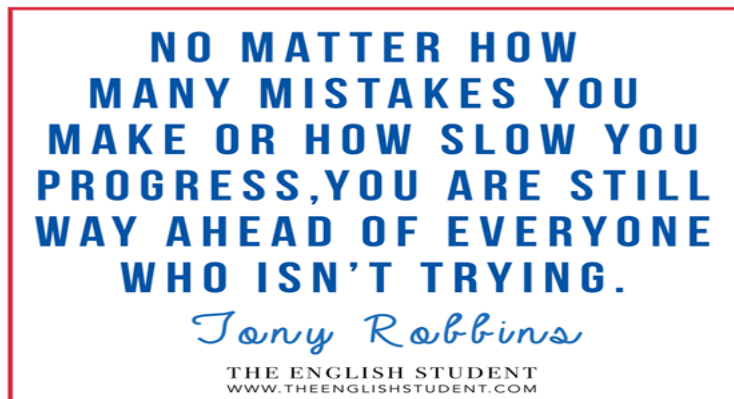
- 3.1 Unskilled work/labour (3x2)
- 3.2 Semi-skilled labour/work
- 3.3 Skilled labour/work
- 3.4 Define the concept of ethics in the context of career development and briefly explain **TWO** reasons why it is important in job hunting. (1+2)
Your friend, Sarah, has come to you for advice as she has an interview next week Thursday.
- 3.5 Explain to her **TWO** interview techniques that will make her more employable (2x2)
- 3.6 Recommend **TWO** practical ways in which employers could reinforce work ethics to counteract absenteeism in the workplace. For EACH answer also indicate how EACH measure may improve the work ethics of workers. (2x3)

QUESTION 4:



- 4.1 Explain **TWO** examples of “new” jobs which have emerged during the pandemic. (2x2)
- 4.2 Explain **TWO** ways how working from home could have a negative impact on an individual’s mental health? (2x2)
- 4.3 Discuss **TWO** physical challenges learners may experience during lock down when trying to complete their schoolwork. (2x2)
- 4.4 Define the concept self-reliance in the context of studying/working from home and briefly explain **TWO** reasons why it is necessary for future employment. (1+2)

- 4.5 Evaluate **TWO** strategies implemented by the South African Government to mitigate the social effects of COVID-19. Comment on the success of these two strategies. **(what has government done to support businesses and citizens who have lost income during the pandemic)** (2x3)



1. Practice past papers
2. Read all questions carefully
3. Manage your time
4. Structure your answer
5. Review your answer thoroughly