BERGVLIET HIGH SCHOOL

LIFE ORIENTATION

Grade 8

November Control Test 2025

70 MARKS

Examiner: Ms Daniels **Moderators: Mrs Edwards and Ms Murphy**

Weighting (Suggested)	Weighting (Actual)	Cognitive Level	Bloom's Taxonomy
40% (28 marks)	29 marks	Lower Order	Level 1&2
40% (28 marks)	24 marks	Middle Order	Level 3&4
20% (14 marks)	17 marks	Higher Order	Level 5&6

Term 3 and 4 2025

MARKING GUIDELINE

TOPICS: WOW, HSER, CRR

Question 1

1.1.1 C (✓)

1.1.2 C (✓)

1.1.3 C (✓)

1.1.4 C (✓)

1.1.5 C (✓)

(5 x 1) (5)

(All Lower Order)

1.2.1 D (✓)

1.2.2 A (✓)

1.2.3 F (✓)

1.2.4 B (✓)

1.2.5 C (✓)

(5 x 1) (5)

(All Lower Order)

1.3.1. Teamwork

1.3.2. Human Rights

1.3.3. Climate Change

1.3.4. Gender-Based Violence

1.3.5. Passions

(5 x 1) (5)

(All Lower Order)

1.4.1 Define the concept *'domestic violence'*. (1 x 2) (2)

(Lower Order)

Marks should be awarded as follows:

TWO **((✓) (✓))** marks for a well-explained response.

Domestic violence refers to…

- **violence that occurs within the home/family unit/domestic situation (✓) perpetrated by someone known to the victim. (✓)**
- **violence committed by someone in the victim's domestic circle (✓) such as partners/ex-partners/immediate family members/relatives/family friends. (✓)**
- **violent/aggressive behaviour within the home (✓) involving the violent abuse of a spouse/partner. (✓)**

Any ONE of the above for TWO marks

(i.e. ONE mark for statement and ONE mark for qualifier/outcome)

1.4.2 Provide TWO causes of domestic violence.

(2 x 1) (2)

(Lower Order)

Marks should be awarded as follows:

ONE **(✓)** mark for a well-explained response.

Domestic violence occurs because…

- **some individuals use violence to dominate/manipulate their partner/spouse to establish/maintain control in the relationship. (✓)**
- **job loss/financial instability can increase stress, which contributes to abusive behaviour. (✓)**
- **alcohol/drug abuse can impair judgment/lower inhibitions and increase the likelihood of violent behaviour. (✓) individuals who have experienced trauma/abuse/neglect in their own lives may be more likely to perpetrate/become victims of domestic violence. (✓) unresolved psychological issues/low self-esteem/anger management problems can lead to a person lashing out in anger. (✓) poor communication in an unhealthy relationship can contribute to arguing/fighting that can turn violent. (✓)**

Any TWO of the above for ONE mark each

1.4.3 Discuss TWO consequences that domestic violence can have on a teenager.

(2 x 2) (4)

(Middle Order)

Marks should be awarded as follows:

TWO (**(✓) (✓)**) marks for a well-explained response.

It may…

- **put them at a higher risk of substance abuse (✓) as a coping mechanism to deal with stress/difficult times. (✓)**

- **lead to homelessness (✓) because of the breakdown of the family unit/the teenager runs away to escape the situation. (✓)**
- **encourage them to engage in risk-taking behaviours (✓) as a coping mechanism/to avoid dealing with the trauma. (✓)**
- **lead them to use violence themselves (✓) as a way to control/manipulate relationships. (✓)**
- **cause them to become withdrawn/introverted/change their personality/demeanour (✓) as they might suffer from depression/mental health issues as a result of the trauma experienced. (✓)**
- **cause them to perpetrate/become a victim of violence whilst dating/in a relationship (✓) due to learnt behaviour. (✓) lead them to act out negatively (✓) such as fighting with family members/skipping school/taking part in destructive behaviours. (✓)**
- **impact lower their self-esteem/influence their ability to make friends (✓) due to the strain/toll that the violence may have on them. (✓)**
- **lead them to start fights/bully others (✓) which could get them in trouble with the authorities. (✓)**

Any TWO of the above for TWO marks each
(i.e. ONE mark for statement and ONE mark for qualifier/outcome)

1.4.4 Explain where a learner, who may be affected by domestic violence, can seek help. (1 x 2) (2)

(Middle Order)

Marks should be awarded as follows:

TWO (✓ ✓) marks for a well-explained response.

A learner can…

- **speak to the school counsellor (✓) who is trained to provide emotional support/guidance on dealing with domestic violence. (✓)**

- **approach a trusted teacher (✓) who can listen to their concerns/help them find the right resources/support. (✓)**
- **contact Childline/a confidential helpline (✓) where they can talk to someone who understands their situation/can offer advice. (✓)**
- **speaking to a trusted family member/adult (✓) who can provide emotional support/ help them access further assistance. (✓)**
- **go to the local police station to report the domestic violence, (✓) where they can receive protection/legal support. (✓)**
- **go to a community organisation that specialises in helping victims of domestic violence, (✓) where they can find counselling/shelter if needed. (✓)**

Any ONE of the above for TWO marks

(i.e. ONE mark for statement and ONE mark for qualifier/outcome)

[10]

[TOTAL SECTION A: 25 MARKS]

SECTION B (Compulsory)

Question 2

2.1. Define the term *'human rights'*. (1 x 2) (2)

(Lower Order)

Marks should be awarded as follows:

ONE **(✓)** mark for a well-explained definition.

Human rights…

- **are the liberties (✓) that guarantee all people freedoms/protections/opportunities. (✓)**
- **are freedoms (✓) that ensure all are treated equally in all areas of life/ aimed at promoting equality in society. (✓)**
- **protections (✓) from discrimination/that give people equal access to services. (✓)**

Any ONE of the above for ONE mark

2.2. Human dignity is a human right. State TWO responsibilities necessary to uphold this right.

(2 x 1) (2)

(Lower Order)

Marks should be awarded as follows:

ONE **(✓)** mark for a well-explained response

- **Treat people with reverence, respect and dignity. (✓)**
- **Be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously. (✓)**
- **Recognise that human beings possess a special value intrinsic to their humanity and must be respected simply because they are human beings. (✓)**
- **Treat everyone as equals regardless of who they are. (✓)**
- **Do not discriminate based on gender/race/religion, etc. (✓)**

Any TWO of the above for ONE mark each

2.3. Explain the difference between gender equity and gender equality. (2 x 2) (4)

(Middle Order)

Marks should be awarded as follows:

TWO (✓✓) marks for a well-explained response.

- **Gender equality is giving all genders equal treatment (✓) when it comes to rights, responsibilities, and opportunities (✓).**
- **Gender equity, is about fairness (✓) to ensure those historically disadvantaged are given equal opportunities (✓).**

Any TWO of the above for TWO marks each

(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

2.4. Explain TWO reasons countries need to have laws which prevent violence against women. (2 x 2) (4)

(Middle Order)

Marks should be awarded as follows:

TWO (✓✓) marks for a well-explained response.

They are needed to…

- **promote equality, (✓) since gender-based violence keeps women in a position of fear/disempowerment. (✓)**
- **ensure justice is served (✓) so that perpetrators are held accountable for their actions. (✓)**
- **encourage safe environments for all, (✓) so that women can thrive. (✓)**
- **fulfil constitutional/international commitments, (✓) as many countries have agreed to human rights treaties. (✓)**

Any TWO of the above for TWO marks each

(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

2.5. Suggest ONE practical way that communities can challenge harmful gender stereotypes. (1 x 3) (3)

(Higher Order)

Marks should be awarded as follows:

THREE **(✓✓✓)** marks for a well-explained response.

Communities could…

- **host community workshops on gender equality, (✓) which can help people to question unfair gender roles, (✓) and that can lead to more respectful relationships/shared responsibilities. (✓)**
- **promote positive role models, (✓) who show behaviours that are not based on gender stereotypes, (✓) and that can help young people learn/adopt fairer expectations. (✓)**
- **challenge sexist language in schools/homes, (✓) which can teach young people to reject gender-based insults/joke, (✓) and that can reduce tolerance/the spread of gender stereotypes. (✓)**
- **start shared parenting/caregiving campaigns, (✓) which can break the stereotype that only women care for families, (✓) and that can help create more balanced/cooperative homes. (✓)**
- **encourage open conversations among youth, (✓) which can help them reflect on their beliefs about gender, (✓) and that can help change harmful attitudes from a young age. (✓)**

Any ONE of the above for THREE marks each

(i.e. ONE mark for statement, ONE mark for qualifier/explanation and ONE mark for outcome)

[15]

Question 3

3.1. Define the term '*environmental health'*. (1 x 2) (2)

(Lower Order)

Marks should be awarded as follows:

TWO (✓✓) marks for a well-explained definition.

Environmental health…

- **is the branch of public health (✓) that focuses on how the environment affects human well-being. (✓)**
- **is the study/management of factors in our surroundings (✓) that influence physical/mental/social health. (✓)**
- **involves protecting people from environmental hazards (✓) such as air/water/soil pollution. (✓)**
- **includes efforts to create safe/clean/sustainable environments (✓) that support healthy living. (✓)**

Any ONE of the above for TWO marks

3.2. Discuss ONE reason why having the National Environment Management Act (NEMA) is important for South Africa's well-being. (1 x 2) (2)

(Middle Order)

Marks should be awarded as follows:

TWO (✓✓) marks for a well-explained response.

It is important because it…

- **helps monitor/reduce environmental damage, (✓) which protects the health of citizens. (✓)**
- **enforces environmental laws, (✓) which ensures that companies/individuals follow rules to reduce pollution. (✓)**

- **supports sustainable development, (✓) which can ensure that natural resources are used responsibly. (✓)**
- **educates the public/promotes awareness about environmental issues, (✓) which encourages people to prevent them. (✓)**
- **helps prevent disasters related to environmental negligence (✓) which can reduce harm to people/animals/natural habitats. (✓)**

Any ONE of the above for TWO marks

(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

3.3. Suggest TWO practical ways in which a learner can manage waste in their home. In your answer, also indicate how this action could lead to a healthier overall environment.
(2 x 3) (6)

(Higher Order)

Marks should be awarded as follows:

THREE (**(✓) (✓) (✓)**) marks for a well-explained answer.

Learners can …

- **establish separate bins for recycling compost and general waste (✓) to educate family members on proper waste sorting, (✓) which promotes environmental responsibility. (✓)**
- **initiate a compost bin for kitchen scraps such as fruit peels/vegetable cuttings, (✓) which enriches garden soil (✓) and reduces organic waste. (✓)**
- **use reusable shopping bags/containers/bottles instead of single-use items (✓) to reduce plastic waste (✓) which conserves resources. (✓)**
- **extend the lifecycle of clothing/toys/books (✓) by donating them/finding new uses for them, (✓) thereby reducing landfill waste. (✓)**
- **ask their parents to purchase environmentally friendly cleaning products/personal care items (✓) to reduce chemical pollutants, (✓) which safeguard ecosystems. (✓)**

- **support recycling efforts by buying products crafted from recycled materials, (✓) which reduces resource extraction (✓) and contributes to a sustainable environment. (✓)**

Any TWO of the above for THREE marks each

(i.e. ONE mark for statement, ONE mark for qualifier/motivation and ONE mark for outcome)

[10]

[TOTAL SECTION B: 25 MARKS]

SECTION C

Question 4

Write paragraphs on **the management of HIV treatment**.

Use the following as a guideline:

- Define the term *'transmission'* when referring to HIV. (1 x 2) (2)
  (Lower Order)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained definition.

Transmission refers to…

- **the process (✓) by which HIV is passed from one person to another. (✓)**
- **how HIV moves from an infected person (✓) to someone who is not infected. (✓)**
- **the act of HIV entering the bloodstream (✓) of an uninfected person. (✓)**
- **when proper precautions are not taken during contact with infected fluids (✓) leading to another person getting infected. (✓)**

Any ONE of the above for TWO marks

- Discuss TWO reasons why maintaining a regular schedule of ARVs is necessary for a person who is HIV positive. (2 x 2) (4)
  (Middle Order)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

It is necessary because…

- **ARVs help to suppress the viral load, (✓) which keeps the virus at undetectable levels/reduces the risk of spreading HIV. (✓)**
- **consistent use of ARVs helps prevent drug resistance, (✓) which can ensure that the medication remains effective in controlling the virus. (✓)**
- **regular intake improves overall health/immunity, (✓) which can allow people living with HIV to live longer/healthier lives. (✓)**
- **skipping doses can cause the virus to multiply, (✓) which can weaken the immune system/increase the risk of opportunistic infections. (✓)**

Any TWO of the above for TWO marks each
(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

- Critically discuss ONE way in which a loved one can assist a person who is HIV positive. (1 x 4) (4)
(Higher Order)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well-explained response.

A loved one can…

- **help the person keep track of their medication schedule, (✓) by reminding them to take their ARVs daily, (✓) which can ensure consistent viral suppression, (✓) thereby improving their long-term health outcomes. (✓)**
- **offer emotional support, (✓) by creating a non-judgmental and loving environment, (✓) which can help reduce stress/stigma, (✓) thereby promoting adherence to treatment/emotional well-being. (✓)**
- **attend medical appointments with them, (✓) by providing companionship/to help them understand treatment plans, (✓) which can boost the patient's confidence in managing their condition, (✓) thereby fostering trust in the treatment process. (✓)**
- **educate themselves about HIV, (✓) by reading about the disease/talking to medical professionals/other patients/carers, (✓) which can ensure open/informed communication, (✓) thereby leading to a stronger support system (✓)**

Any ONE of the above for FOUR marks
(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier and ONE mark for outcome)

[10]

Question 5

Write paragraphs on the **impact of gender-based violence**.

Use the following as a guideline:

- Define the term *'sexual offences'*. (1 x 2) (2)
  (Lower Order)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained definition.

Sexual offences refer to…

- **unlawful acts of a sexual nature (✓) that are punishable by law. (✓)**
- **any sexual activity committed (✓) without consent. (✓)**
- **behaviours/actions of a sexual nature (✓) that are committed against a person's will/involve coercion/manipulation/abuse of power. (✓)**
- **criminal acts (✓) defined in the Sexual Offences Act. (✓)**

Any ONE of the above for TWO marks

- Discuss TWO negative social impacts that gender-based violence can have on a community. (2 x 2) (4)
  (Middle Order)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

It can…

- **break down trust within the community, (✓) which makes people feel unsafe/reluctant to interact freely with others. (✓)**
- **increase fear/anxiety among residents, (✓) which limits freedom of movement/access to opportunities within the community. (✓)**
- **create stigma/encourage victims to remain silent, (✓) which discourages victims from speaking out/seeking help. (✓)**
- **reduce productivity/school/work attendance, (✓) as victims may struggle with mental stress/emotional issues/trauma/depression/shame. (✓)**
- **increase pressure on social services/law enforcement, (✓) which diverts resources from other areas of development. (✓)**

Any TWO of the above for TWO marks each
(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

- Critically discuss ONE strategy that schools could implement to combat the negative impacts that gender-based violence may have on their learners.

(1 x 4) (4)
(Higher Order)

Marks should be awarded as follows*:*
FOUR (✓✓✓✓) marks for a well-explained response.

Schools can…

- **establish peer-led support groups (✓) where learners can talk openly/safely about their experiences/challenges, (✓) which helps reduce isolation/stigma, (✓) thereby promoting emotional healing/empowerment. (✓)**
- **integrate GBV education into the Life Orientation curriculum (✓) to ensure that learners are informed about consent/respect/their rights, (✓) which encourages critical reflection on harmful behaviours, (✓) thereby leading to healthier relationships/a culture of zero tolerance for violence. (✓)**
- **train all staff to identify signs of abuse (✓) by equipping them with the skills to offer immediate/appropriate support, (✓) which ensures early intervention, (✓) thereby resulting in a more protective/responsive school environment. (✓)**
- **bring in external speakers/awareness campaigns (✓) as these people/groups can provide learners with relatable/real-life stories/practical resources, (✓) which can increase empathy/understanding of the realities of GBV, (✓) thereby encouraging activism/peer support/informed action among youth. (✓)**
- **create clear GBV reporting channels (✓) by using anonymous boxes/digital platforms for reporting, (✓) which allows learners to safely report incidents without fear, (✓) thereby ensuring quicker interventions/support. (✓)**
- **involve guardians in GBV awareness sessions (✓) to extend the conversation into learners' home environments, (✓) which can build shared understanding/support systems, (✓) thereby strengthening community-based prevention efforts. (✓)**
- **appoint a GBV focal person on staff/employ a trained counsellor (✓) as they will be trained to handle sensitive issues/support affected learners,**

(✓) which provides a consistent/trustworthy adult figure, (✓) thereby improving learner well-being/response times. (✓)

- **use visual campaigns (✓) to continuously remind learners of GBV issues/resources, (✓) which can normalise awareness/promote zero tolerance, (✓) thereby contributing to a proactive school culture. (✓)**

Any ONE of the above for FOUR marks
(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier and ONE mark for outcome)

[10]

Question 6

Write paragraphs on **nation-building**.

Use the following as a guideline:

- Define the term *'nation-building'*. (1 x 2) (2)
  (Lower Order)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained definition.

Nation-building refers to…

- **the process of creating (✓) a unified national identity among citizens. (✓)**
- **efforts to promote (✓) shared values/goals/participation in democratic life. (✓)**
- **efforts by individuals/groups/the state (✓) to build a cohesive society/a society where diversity is respected/where all feel included. (✓)**
- **developing a sense of national pride/belonging among citizens (✓) through social cohesion. (✓)**
- **actions that promote (✓) unity/reconciliation in a post-conflict/divided society (✓)**
- **the process (✓) to foster peace/inclusive growth. (✓)**

Any ONE of the above for TWO marks

- Discuss TWO benefits of including ideas of nation-building in the curriculum.

(2 x 2) (4)
(Middle Order)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

It can…

- **promote tolerance/understanding among learners (✓) which can help them appreciate diversity/other cultures. (✓)**
- **instil a sense of civic responsibility, (✓) which can help learners become active/respectful citizens. (✓)**
- **help prevent discrimination, (✓) which can allow learners to participate in open discussions about identity/equality/inclusion. (✓)**
- **develop unity/national pride (✓) which can help learners appreciate their shared history/democratic values. (✓)**
- **encourage collaboration, (✓) which can mirror the values needed for a cohesive society. (✓)**
- **lay a foundation for social cohesion, (✓) which can teach the importance of respect/empathy/reconciliation. (✓)**

Any TWO of the above for TWO marks each
(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

- Critically discuss ONE way in which schools can encourage nation-building.

(1 x 4) (4)
(Higher Order)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well-explained response.

Schools can…

- **integrate nation-building themes into the Life Orientation curriculum (✓) to teach learners about democratic values, (✓) which helps them understand their roles as active citizens, (✓) and that can contribute to building a unified/inclusive society. (✓)**
- **celebrate national days/heritage events (✓) by involving all learners in inclusive/multicultural activities, (✓) which promotes appreciation for the country's diversity, (✓) and that can strengthen national pride. (✓)**

- **host community outreach programmes (✓) where learners work with different local groups on service projects, (✓) which promotes empathy/cross-cultural understanding, (✓) and that can lead to more socially responsible youth. (✓)**
- **organise discussions on national issues (✓) to help learners develop critical thinking/civic awareness, (✓) which prepares them for active participation in democracy, (✓) and that can lead to long-term societal engagement. (✓)**
- **promote inclusive policies/language practices (✓) by recognising all official languages/encouraging multilingual communication, (✓) which can ensure that every learner feels represented/respected, (✓) and that could lead to the fostering of unity/social cohesion. (✓)**

Any ONE of the above for FOUR marks
(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier and ONE mark for outcome)

[10]

[TOTAL SECTION C: 20 MARKS]

[FINAL TOTAL: 70 MARKS (25 + 25 + 20)]