BERGVLIET

HIGH SCHOOL

LIFE ORIENTATION

NOVEMBER CONTROL TEST 2025

MARKING GUIDELINE

MARKS: 70 **TIME: 1 ½ hours**

Examiner: Ms. J. Murphy **Moderator: Ms. Daniels**
Mrs. Edwards
Ms. Ngangelizwe

Completed papers should be weighted as below:

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

SECTION A

Answer ALL the questions in this section.

Question 1

1.1.1 B (✓)

1.1.2 C (✓)

1.1.3 D (✓)

1.1.4 B (✓)

1.1.5 A (✓)

(5 x 1) (5)

(All Lower Order)

1.2.1 Volunteering/Volunteerism (✓)

1.2.2 NPOs/Non-Profit Organisations (✓)

1.2.3 Problem-Solving (✓)

1.2.4 Conflict Management (✓)

1.2.5 National health/safety promotion programmes (✓)

(5 x 1) (5)

(All Lower Order)

1.3.1 D (✓)
1.3.2 F (✓)
1.3.3 E (✓)
1.3.4 B (✓)
1.3.5 C (✓)

(5 x 1) (5)
(All Lower Order)

Question 1.4

1.4.1 Define the term *'healthy coping skills'*. (1 x 2) (2)

(Lower Order)

Marks should be awarded as follows:

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

Healthy coping skills are…

- **positive ways people manage stress (✓) to care for themselves. (✓)**
- **strategies that help individuals deal with challenges in a constructive way, (✓) without causing harm to themselves/others. (✓)**
- **techniques used to handle problems (✓) so that emotions are dealt with effectively. (✓)**
- **methods of managing pain/stress that promote healing/growth, (✓) such as talking to someone/exercising. (✓)**
- **behaviours that help control emotions/reactions in stressful situations (✓) to make better decisions. (✓)**
- **ways to face challenges calmly/confidently (✓) in order to build resilience/recover effectively. (✓)**
- **actions/habits that improve mental health during difficult times, (✓) like mindfulness/problem-solving. (✓)**

- **adaptive responses that reduce the impact of stressors, (✓) supporting overall well-being. (✓)**

Healthy coping skills…

- **involve using support systems/healthy activities to reduce emotional distress, (✓) rather than avoiding problems. (✓)**
- **help prevent negative outcomes (✓) by promoting balance. (✓)**

Any ONE of the above for TWO marks

1.4.2 Provide TWO examples of unhealthy coping skills teens may adopt when facing a crisis. (2 x 1) (2)
(Lower Order)

Marks should be awarded as follows:

ONE **(✓)** mark for ONE response.

Teens may…

- **abuse drugs/alcohol to escape their feelings. (✓)**
- **engage in self-harm, like cutting. (✓)**
- **isolate themselves/avoid talking about their problems. (✓)**
- **act out with risky/aggressive behaviour. (✓)**
- **misuse social media in harmful ways. (✓)**
- **refuse to seek help when they need it. (✓)**
- **develop unhealthy eating habits. (✓)**
- **hide their true feelings from others. (✓)**
- **develop suicidal thoughts/behaviours. (✓)**
- **use distraction techniques that avoid dealing with emotions altogether. (✓)**

Any TWO of the above for ONE mark each

1.4.3 Explain TWO ways teens can develop resilience as a skill. (2 x 2) (4)
(Middle Order)

Marks should be awarded as follows:

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

They can…

- **build strong relationships, (✓) which can provide support during tough times. (✓)**
- **learn effective problem-solving skills, (✓) which can help them to face challenges confidently. (✓)**
- **practise positive self-talk, (✓) which can boost their confidence/motivation. (✓)**
- **seek help when needed, (✓) which can allow them to gain guidance/support. (✓)**
- **learn from past experiences, (✓) which can help them grow stronger from adversity. (✓)**
- **maintain a positive attitude, (✓) which can help them to cope better with setbacks. (✓)**
- **manage stress through healthy coping strategies, (✓) which can prevent them from becoming overwhelmed. (✓)**
- **practise adaptability, (✓) which can enable them to adjust to changing situations effectively. (✓)**

Any TWO of the above for TWO marks each

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

1.4.4 Discuss how schools can assist teens in building resilience.
(1 x 2) (2)

(Middle Order)

Marks should be awarded as follows:

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

Schools can…

- **provide counselling services, (✓) which can offer professional support to help manage challenges. (✓)**

- **create a safe/supportive environment, (✓) which can help learners feel accepted/valued/unafraid to make mistakes. (✓)**
- **teach life skills/emotional management in the curriculum, (✓) which can equip learners to handle difficulties effectively. (✓)**
- **encourage participation in extracurricular activities, (✓) which can promote teamwork/self-esteem/stress relief. (✓)**
- **organise peer support groups, (✓) which can allow learners to share experiences/support one another. (✓)**
- **educate learners about mental health in relation to resilience, (✓) which can reduce the stigma/promote the idea of seeking help early. (✓)**
- **involve parents/caregivers in support programmes, (✓) which can ensure a network of care beyond school. (✓)**
- **train teachers to recognise signs of distress/how to provide early intervention, (✓) which can prevent crises from escalating. (✓)**
- **Provide resources for stress management/relaxation techniques, (✓) which can help learners develop healthy coping strategies. (✓)**

Any ONE of the above for TWO marks

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

[10]

[TOTAL SECTION A: 25 MARKS]

SECTION B: (Compulsory)

Question 2

2.1 Define the term *'ethics'* when referring to sport (1 x 2) (2)
(Lower Order)

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

Ethics are…

- **the principles that guide right and wrong behaviour in sport. (✓)**
- **rules of fair play and respect for others in sport. (✓)**
- **moral values that influence decisions/conduct in sport. (✓)**
- **standards that help athletes know what is acceptable and unacceptable. (✓)**
- **guidelines that promote honesty/fairness/integrity in sport. (✓)**
- **the moral code athletes follow when competing. (✓)**

- **expectations of behaviour that ensure fairness/respect. (✓)**
- **principles that encourage athletes to make the right choices. (✓)**

Any ONE of the above for ONE mark

2.2 Differentiate between *'gamesmanship'* and *'sportsmanship'*. (1 x 2) (2)
(Lower Order)

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

Gamesmanship…

- **is using clever/unfair tactics to gain an advantage, (✓) while sportsmanship is playing fair/respecting opponents. (✓)**
- **focuses on winning at all costs, (✓) whereas sportsmanship values integrity/respect. (✓)**
- **may involve bending the rules, (✓) while sportsmanship means upholding the rules. (✓)**
- **often includes psychological tactics, (✓) while sportsmanship emphasises honesty/fairness. (✓)**
- **prioritises victory, (✓) while sportsmanship prioritises the spirit of the game. (✓)**
- **can involve manipulation, (✓) while sportsmanship promotes equality. (✓)**
- **is about exploiting loopholes, (✓) while sportsmanship is about fairness. (✓)**

Any ONE of the above for TWO marks

2.3 Explain TWO ways players can show ethical behaviour in their sporting fields.
(2 x 2) (4)
(Middle Order)

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

They can…

- **respect referees' decisions (✓) by accepting calls without arguing. (✓)**
- **play fairly (✓) by following the rules/not cheating. (✓)**
- **respect their opponents (✓) by shaking hands/avoiding insults. (✓)**

- **show honesty (✓) by admitting fouls/when the ball touched them last. (✓)**
- **encourage teamwork (✓) by supporting/motivating teammates. (✓)**
- **avoid violence (✓) by managing frustration/anger respectfully. (✓)**
- **show humility (✓) by celebrating victories modestly/not humiliating opponents. (✓)**
- **take responsibility (✓) by admitting mistakes/apologising if necessary. (✓)**
- **show dedication (✓) by training hard without resorting to performance-enhancing drugs. (✓)**
- **model good behaviour (✓) by setting an example for younger players. (✓)**

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

2.4 Assess ONE reason why sports organisations need to have a Code of Conduct. (1 x 3) (3)
(Higher Order)

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

They should have a Code of Conduct to…

- **ensure fair play, (✓) by setting clear rules for players/coaches, (✓) which can promote integrity/respect in sport. (✓)**
- **prevent misconduct, (✓) by outlining acceptable and unacceptable behaviour, (✓) which can reduce conflict/maintain order in sports. (✓)**
- **protect players' wellbeing, (✓) by discouraging violence/abuse, (✓) which can ensure a safe sporting environment. (✓)**
- **build a positive reputation, (✓) by encouraging professionalism of players/coaches, (✓) which can improve the image/support/funding of the organisation. (✓)**
- **guide ethical decision-making, (✓) by providing standards for actions/behaviour, (✓) which can make outcomes of matches consistent/fair. (✓)**
- **maintain discipline, (✓) by setting clear consequences for misconduct, (✓) which can ensure players act responsibly. (✓)**
- **promote inclusivity, (✓) by requiring players/coaches to respect diversity, (✓) which can make sport welcoming to all. (✓)**

- **reduce corruption, (✓) by promoting transparency in their financial management, (✓) which can build trust in the organisation. (✓)**

Any ONE of the above for THREE marks
(i.e. ONE mark for statement, ONE mark for qualifier/explanation and ONE mark for outcome)

[11]

Question 3

3.1 Define the term *'bursaries'*. (1 x 1) (1)
(Lower Order)

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

Bursaries are…

- **financial awards given to students to help cover study-related expenses. (✓)**
- **a form of funding provided to learners based on financial need/academic achievement. (✓)**
- **contributions of money given to students to pay for studies, usually not repaid. (✓)**
- **financial grants that support education costs. (✓)**
- **assistance given to learners who meet certain requirements based on performance/need. (✓)**
- **study support that differs from loans because it does not require repayment. (✓)**

Any ONE of the above for ONE mark

3.2 Discuss TWO reasons why strong academic performance in Grade 9 can help learners qualify for scholarships in the future. (2 x 2) (4)
(Middle Order)

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

Because…

- **scholarships reward strong/consistent academic results, (✓) which means starting in Grade 9 gives learners enough time to build a strong academic record. (✓)**

- **good performance in Grade 9 sets the foundation for high school success/subject choices in Grade 10, (✓) which can affect eligibility for academic/career-specific scholarships later. (✓)**
- **maintaining strong/high marks shows discipline/dedication, (✓) which are qualities that funding organisations look for when awarding scholarships. (✓)**
- **learners who do well early on in high school can apply for more scholarship opportunities, (✓) as they already meet minimum academic requirements. (✓)**
- **good academic habits formed in Grade 9 make it easier to maintain strong performance, (✓) which improves chances of qualifying for multiple scholarship options. (✓)**
- **early success builds confidence/motivation, (✓) which helps learners continue striving/working toward scholarship goals throughout high school. (✓)**

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

3.3 Explain TWO benefits of receiving a bursary from a private company for tertiary studies. (3 x 2) (6)
(Middle Order)

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

It…

- **reduces the financial burden of/covers tuition fees, (✓) which allows learners to focus on their studies. (✓)**
- **may include mentorship/workplace experience, (✓) which prepares learners for future employment. (✓)**
- **may offer jobs with the company to bursary recipients after graduation, (✓) which creates employment opportunities. (✓)**
- **connects learners to industry experts who can guide their career path, (✓) which builds professional networks. (✓)**
- **gives recognition/motivation, (✓) which makes the learner feel supported/encourages them to work harder. (✓)**
- **can include stipends for living expenses, (✓) which eases pressure/improves overall well-being. (✓)**

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

3.4 Assess ONE ways learners can find out about funding options for their studies.
(1 x 3) (3)
(Higher Order)

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

Learners can…

- **visit the Department of Higher Education and Training's website, (✓) which provides updated bursary/loan information, (✓) helping learners access official details on available funding opportunities. (✓)**
- **approach school career guidance counsellors, (✓) who can share lists of bursaries/application tips, (✓) ensuring learners have access to different options/start working toward application requirements. (✓)**
- **research university websites, (✓) where institutions post/publish funding opportunities, (✓) guiding learners toward study-specific bursaries. (✓)**
- **read newspapers/online adverts, (✓) which often list bursary announcements, (✓) helping learners to find information on what they can apply for. (✓)**
- **network with family/teachers/community leaders, (✓) who may know of available bursaries, (✓) giving learners access to opportunities they might not find online. (✓)**
- **attend career expos/information sessions, (✓) which showcase organisations offering funding, (✓) allowing learners to ask questions/collect brochures. (✓)**
- **contact private companies directly, (✓) since many advertise bursary schemes through HR/outreach departments, (✓) helping learners identify industry-linked funding sources. (✓)**

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

[14]

[TOTAL SECTION B: 25 MARKS]

SECTION C (Choice)

Question 4

- Define the term '*safety promotion programmes'*. (1 x 2) (2)
  (Lower Order)

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

Safety promotion programmes are…

- **organised efforts to raise awareness about/prevent harm/danger (✓) by teaching people safe behaviours/practices. (✓)**
- **community-based/school-based initiatives (✓) that encourage responsible actions to reduce risk. (✓)**
- **programmes run by the government/NGOs/schools, (✓) aimed at empowering individuals with knowledge/resources to stay safe. (✓)**

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

- Discuss TWO reasons why child protection organisations, such as Childline, should offer a toll-free line. (2 x 2) (4)
  (Middle Order)

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

It's important because…

- **children can call without worrying about the cost, (✓) which makes the service accessible to all, including those from poorer households. (✓)**
- **it ensures confidentiality, (✓) since children won't need to ask caregivers for airtime/money to seek help. (✓)**
- **more children are encouraged to seek help, (✓) which increases the chance that cases of abuse/neglect are reported. (✓)**
- **it shows commitment to children's rights, (✓) which demonstrates that their safety is prioritised over making money. (✓)**
- **calls can be made from anywhere at any time, (✓) which means that children in rural areas can still access help. (✓)**
- **it allows children to call repeatedly if needed, (✓) since there is no fear of "wasting" money on airtime. (✓)**

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

- Critically discuss how learners can seek out other options for safety if they are facing violence in their homes. (1 x 4) (4)
(Higher Order)

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

They can…

- **talk to a school counsellor (✓) by sharing their experiences with a trained professional who understands how to provide age-appropriate support, (✓) which ensures the advice/intervention is suitable for their situation, (✓) and that can help them to receive emotional support/practical guidance on how to stay safe. (✓)**
- **seek help from law enforcement (✓) by reporting the abuse to the police, (✓) which ensures legal protection/investigation can take place, (✓) and that could lead to the abusive situation being addressed formally/offenders being held accountable. (✓)**
- **access online support services (✓) by contacting reputable websites/chat platforms that provide immediate guidance, (✓) which ensures learners learn about safe options/next steps, (✓) and that can help them take informed action while remaining protected. (✓)**
- **develop a personal safety plan (✓) by identifying safe spaces/escape routes/people to contact in an emergency, (✓) which ensures the child has clear steps to follow in a dangerous situation, (✓) and that can help them to be better prepared to protect themselves if violence occurs again. (✓)**
- **speak to a trusted adult (✓) by approaching a teacher/family member/neighbour who is reliable, (✓) which ensures the adult can intervene appropriately/offer help, (✓) and that can help the learner gain protection/support that reduces the risk of further harm. (✓)**
- **contact child protection services (✓) to formally report the abuse, (✓) which ensures that legitimate professionals can step in quickly/provide immediate help, (✓) and that can create a safer living environment for the learner. (✓)**
- **document the abuse (✓) by keeping a journal that records incidents/times/witnesses, (✓) which provides a reliable record of**

evidence, (✓) and that can give authorities stronger proof to act on/support the learner. (✓)

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

[10]

Question 5

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

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

A volunteer is…

- **a person who offers their time/services (✓) without expecting payment. (✓)**
- **a member of society who chooses to help others (✓) freely/without expecting a reward. (✓)**
- **someone who participates in community work willingly (✓) without the expectation of gaining recognition. (✓)**
- **assisting in activities that benefit individuals/groups/the community (✓) but does not receive payment for these activities. (✓)**

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

- Discuss TWO social benefits that volunteering can have on communities.
  (2 x 2) (4)
  (Middle Order)

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

It can…

- **strengthen community cohesion (✓) by bringing residents together through shared activities. (✓)**
- **improve access to support/services (✓) by helping organisations deliver essential programmes. (✓)**
- **promote social responsibility (✓) by encouraging citizens to actively participate in addressing local problems/support vulnerable groups. (✓)**
- **foster inclusivity/diversity (✓) by uniting people from different backgrounds to work toward common goals. (✓)**
- **increase awareness of community issues (✓) by highlighting social challenges/encouraging action for change. (✓)**

- **enhance the quality of life (✓) by contributing to safer/cleaner/more supportive environments that benefit all community members. (✓)**
- **strengthen local networks (✓) by connecting individuals with organisations to improve coordination/collective problem-solving in the community (✓)**
- **encourage youth engagement (✓) by involving young people in meaningful community projects. (✓)**
- **reduce social isolation (✓) by providing opportunities for people to meet/connect/support one another. (✓)**
- **help address social inequalities (✓) by providing services/support to underprivileged groups. (✓)**

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

- Critically discuss how participating in volunteering opportunities can influence a Grade 9 learner's career path (1 x 4) (4)
(Higher Order)

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

Volunteering can…
- **help learners identify their strengths/interests (✓) by giving them opportunities to test different tasks/responsibilities, (✓) which can help them discover what they are good at/enjoy, (✓) and that can help them make more informed career choices if they are unsure of which career path suits them. (✓)**
- **build essential life skills (✓) by allowing them to develop teamwork/problem-solving/communication skills, (✓) which are transferable to many different careers, (✓) therefore learners are better prepared for future job responsibilities/workplace challenges. (✓)**
- **provide exposure to specific industries (✓) by allowing learners to interact with professionals in real work settings, (✓) which helps learners understand the expectations/realities of those fields, (✓) and that can help them decide whether a particular career aligns with their long-term goals. (✓)**
- **enhance a learner's résumé/CV (✓) by showing evidence of commitment/initiative/community involvement, (✓) which makes them**

more competitive for jobs/stand out to employers, (✓) and that can improve their chances of securing work opportunities. (✓)

- **encourage networking/mentorship (✓) by connecting learners with professionals/community leaders, (✓) which can open doors to valuable guidance/opportunities, (✓) therefore learners can gain advice/internships/job offers in their chosen career. (✓)**

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

[10]

Question 6

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

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

Depression is…

- **a mental health disorder (✓) characterised by persistent feelings of sadness/hopelessness/ loss of interest in daily activities. (✓)**
- **a mental health disorder (✓) that affects a person's emotions/thoughts/behaviour over an extended period. (✓)**
- **a mood disorder (✓) that impacts a person's ability to function normally. (✓)**

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

- Discuss TWO physical symptoms of depression. (2 x 2) (4)
(Middle Order)

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

Physical symptoms may include…

- **fatigue/loss of energy/feeling constantly tired/drained, (✓) which makes daily activities difficult. (✓)**
- **changes in appetite/eating significantly more/less than usual, (✓) which can cause noticeable weight gain/loss that affects overall health. (✓)**

- **sleep disturbances, (✓) which lead to exhaustion from difficulty falling asleep/waking frequently at night/oversleeping. (✓)**
- **unexplained physical aches/pains (✓) which may appear even though there is no medical illness. (✓)**
- **slowed movements/feeling sluggish/restless, (✓) which makes normal tasks feel harder to manage. (✓)**
- **weakened immune function, (✓) which results in getting sick more often because the body cannot fight off infections effectively. (✓)**
- **neglect of hygiene/appearance, (✓) which happens when low motivation causes a lack of regular self-care. (✓)**

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

- Critically discuss a way in which a Grade 9 learner can offer support to a friend who is experiencing depression. (1 x 4) (4)
  (Higher Order)

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

They can…

- **offer a listening ear (✓) by being available to talk/letting their friend share feelings without judgement, (✓) which helps the friend to feel heard/understood, (✓) and that can help them feel less isolated/alone. (✓)**
- **encourage professional help (✓) by suggesting their friend speaks to a counsellor/psychologist/doctor, (✓) which ensures they get access to proper treatment/support, (✓) and that can give the friend healthier ways to cope with depression. (✓)**
- **provide practical support (✓) by assisting with schoolwork/chores/accompanying their friend to activities, (✓) which shows care/reliability, (✓) and that can help their friend get back into their normal routine. (✓)**
- **promote positive coping strategies (✓) by encouraging exercise/hobbies/mindfulness/relaxation techniques, (✓) which helps manage symptoms more effectively/in healthy ways, (✓) and that can improve their friend's mood/emotional well-being. (✓)**
- **connect them with peer support groups (✓) by introducing them to safe spaces with other young people facing similar challenges, (✓) which**

provides understanding/encouragement/coping tools, (✓) and that can empower the friend to manage depression more effectively. (✓)

- **check in regularly (✓) by sending messages/visiting to see how their friend is coping, (✓) which shows ongoing concern/presence, (✓) and that can help the friend feel consistently supported/less alone. (✓)**
- **encourage healthy routines (✓) by gently motivating them to maintain good sleep/balanced nutrition/daily activities, (✓) which strengthens their physical health, (✓) and that can contribute to better mental well-being. (✓)**

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

[10]

[TOTAL SECTION C: 20 MARKS]

[TOTAL (70 MARKS) = 25 + 25 + 20]