



**TOM NEWBY SCHOOL  
TEST**



<b>Subject</b>	<b>Life Orientation</b>	<b>Examiner</b>	<b>Miss van Copenhagen</b>
<b>Date</b>	<b>June 2022</b>	<b>Total marks</b>	<b>70 marks</b>
<b>Grade</b>	<b>7</b>	<b>Duration</b>	<b>2 hours</b>
		<b>Moderator</b>	<b>Mrs M. Steyn</b>
<b>Special instructions/ Equipment</b>	<b>Read and answer ALL questions thoroughly.</b> <b>Write neatly and legibly.</b> <b>Use lined folio paper to answer Section C.</b>		
<p>This assessment has been compiled using notes and information contained in the Tom Newby School resource material. The marking memorandum has been compiled accordingly. While alternative responses will be given due acknowledgement, the official memorandum will be considered a priority document to ensure uniformity of marking.</p>			

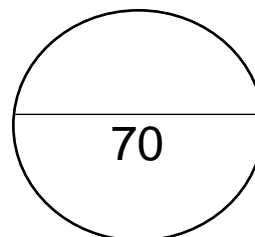
Name and Surname: \_\_\_\_\_ Class: \_\_\_\_\_

This exam paper consists of:

Section A: 30 marks

Section B: 20 marks

Section C: 20 marks



**SECTION A: Answer all the questions**

**Question 1** **[10]**

Define the following terms:

1.1 Puberty (2)

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1.2 Hormones (2)

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1.3 Gender (2)

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1.4 Peers (2)

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1.5 Peer pressure

(2)

**Question 2**

**[5]**

Match Column B with Column A. Write the letter of the answer that you have chosen on the table provided.

	Column A		Column B
2.1.	Rebellious	A.	People who are self-confident when dealing with peer pressure
2.2.	Intimidation	B.	At risk of being hurt physically or emotionally.
2.3.	Vulnerable	C.	Sending mean, vulgar, or threatening images or messages.
2.4.	Aggressive	D.	Going against authority.
2.5.	Cyber Bullying	E.	Threats, force, or fear.
		F.	Having the tendency to attack or do harm to others.

2.1. _____	2.2. _____	2.3. _____	2.4. _____	2.5. _____
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**Question 3**

**[15]**

3.1 Give one definition of respect.

(1)

3.2 What is acceptance?

(1)

3.3 List six ways to show respect for others.

(6)

3.4 Name three things you can do to stay healthy during puberty. (3)

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3.5 Which type of sweat gland is responsible for body odour? (1)

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3.6 What substance causes acne, pimples, and oily hair, during puberty? (1)

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3.7 Give two reasons why friends and peers start becoming more important during puberty. (2)

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### SECTION B: Answer all the questions

#### Question 4

[10]

Read through the case study and answer the questions.

Shawn walks home from school every day. He has no choice but to pass the local shopping centre on his way to his house.

A month ago, he started seeing the same group of boys standing outside the supermarket each day. At first, they teased him about his school uniform. Then, one afternoon, they asked him for money. Shawn did not have a lot of money, but he gave them what he had. They stopped teasing him after that and talked to him as if he belonged to their group.



One day, they asked Shawn to go inside the shop and steal a chocolate for them. They told him that the shopkeeper would not suspect him because he was in his school uniform

4.1 List two types of peer pressure. (2)

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4.2 List two ways to help Shawn cope with the negative peer pressure. (2)

a) \_\_\_\_\_

b) \_\_\_\_\_

4.3 Why did Shawn give the boys money? (1)

\_\_\_\_\_

4.4 There are three types of responses that can be used to deal with negative peer pressure. Name them. (3)

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

4.5 Give two examples of constructive ways to deal with peer pressure. (2)

\_\_\_\_\_

\_\_\_\_\_

### Question 5

[10]

Read through the case study and answer the questions:

[https://www.liveworksheets.com/worksheets/en/\(ESL\)/Coronavirus/Reading\\_Covid-19\\_zl2425866](https://www.liveworksheets.com/worksheets/en/(ESL)/Coronavirus/Reading_Covid-19_zl2425866)

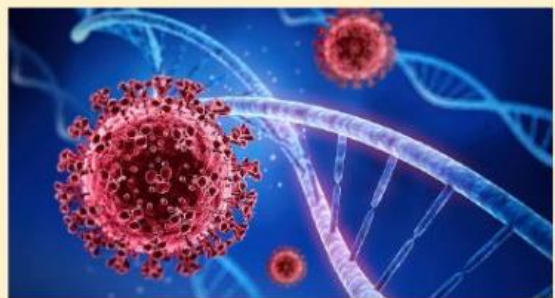
#### CORONAVIRUS (Covid-19)

Coronavirus is a newly discovered virus. It causes a disease called Covid-19. In some parts of the world, it has made lots of people sick. Corona is Latin for crown, because under the microscope, these viruses look like a crown with spikes.

A lot of symptoms are similar to the flu. You may have a dry and itchy cough, fever, lots of sneezing and it can even be hard to breathe. Most people who have gotten sick with coronavirus have had a mild case. It means you will not feel the disease. But people who are much older or who already have health problems are more likely to get sicker with coronavirus. Here are some things you can do to protect yourself, family, and friends from getting sick:

1) Wash your hands often using soap and water.

2) Sneeze into your elbows. It is believed that coronavirus spreads through little liquid drops from our lungs. If you sneeze into your elbows, you can prevent germs from going far into the air,



3) Avoid touching your face. Don't pick your nose. Don't touch your mouth. Don't rub your eyes. They are the places where the virus can enter our bodies.

4) Wear a mask all the time when being in places with lots of people and keep your distance, make use of alcohol gel every moment and after you touch something.

5) When meeting somebody don't hug, you can greet people by fist bump or elbow bump instead. Remember that this kind of virus can affect anybody. It doesn't matter where you are from. Don't forget, there are a lot of helpers out there who are working to protect us from the virus. We can do our part by taking care of our health and staying at home to stop the virus from spreading to others.

5.1 What can you do to prevent Coronavirus? (3)

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5.2 Why, do you think, is it important to stop the spread of the virus? (1)

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5.3 What are the main symptoms of Covid 19? (Name three) (3)

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5.4 What is the difference between a pandemic and an epidemic? (2)

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5.5 Why is it called the coronavirus? (1)

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### SECTION C

You only need to answer **TWO** of the following questions.

Question 6 and Question 7 OR

Question 7 and Question 8 OR

Question 6 and Question 8

**DO NOT ANSWER ALL THREE QUESTIONS!**

Answer on the lined page provided. Remember to write which Question you are answering.

**Question 6****[10]**

Read the following case study: List and describe 5 strategies that could help somebody to avoid risky or threatening situations. (NB. These strategies do not need to be quoted from the case study information.)

**Risky behaviour**

Risky behaviour in adolescence is not only dangerous for the body; it is also dangerous for the mind. Some experts believe that risk-taking may be linked to both teen depression and teenage anxiety.

While the prefrontal cortex is not yet developed in the adolescent brain, the amygdala, the part of the brain responsible for processing fear, is overactive. Thus, “adolescents are not just carefree novelty seekers and risk takers; they are uniquely vulnerable to anxiety and have a hard time learning to be unafraid of passing dangers,” writes Richard Freedman, a professor of clinical psychiatry, in an article in the New York Times.

“Largely because of a quirk of brain development, adolescents, on average, experience more anxiety and fear and have a harder time learning how not to be afraid than either children or adults.” Clearly, this characteristic does not mesh well with risk-taking behaviours.

**Teens and maladaptive (more harmful than helpful) behaviours**

For adolescents who suffer from teen depression, risk-taking behaviours might ease the pain or numbness. These may include substance abuse, unsafe sexual activity, or self-harm. But, in fact, these behaviours always make depression symptoms worse. In addition, there are other behaviours classified as risky. These include eating poorly, not getting enough sleep, and spending too much time on social media. These habits also contribute to mental health challenges.

The best way to protect yourself from a risky situation is to avoid it or to learn why it could happen to you. This means that you need to be aware of places that could be dangerous or people that could harm you and stay away from it. Adults, your parents included, often have a better idea of dangerous places and people than children do, so it is a good idea to listen to their advice. (<https://www.newportacademy.com/resources/mental-health/truth-about-teens-risky-behavior/>)

**Question 7****[10]**

The Bill of Rights in the South African Constitution focusses on the rights that every South African is entitled to. Name and describe 5 rights listed in our constitution.

**Question 8****[10]**

Read the case study about a computer software engineer and complete the following task:

Identify and describe, 5 of the challenges experienced by Sibongile Moshesh in the case study. Explain how she dealt with each challenge.

**Computer software engineer****Career field: Engineering**

My name is Sibongile Moshesh. I have always been fascinated by computers and the design of software programs. Therefore, I decided on a career in computer software engineering. Studying computer software engineering is similar to the courses for electronics engineering but there are more software subjects and fewer engineering subjects.

Software engineers normally work in an office environment. Their job requires interaction with customers and co-workers and may require spending time away from the office to see clients. However, as technology progresses, software engineers can communicate by using the Internet to connect to a customer's computer to identify and correct developing problems.

It is hard work and I sometimes spend many hours solving problems. It is also very challenging to stay ahead of things, as there are constantly new developments in this field.

When I finished my National Senior Certificate, I did not meet the degree requirements needed to study a degree. I had a choice either to study a diploma course or improve my marks. I decided to rewrite Mathematics to try to obtain better marks. I worked very hard during the next year, as I had to find a job to bring in money and rewrite

Mathematics. But it all paid off in the end as I was able to meet the requirements needed.

It was also very challenging to stay focussed while studying, as a long period of studying and preparation was required to obtain this qualification.

I was thankful for the support programme offered by the Engineering Faculty of the university to help students to work on their own to successfully complete this demanding engineering course. The programme helps students from communities that lack proper education facilities.

After completing a Bachelor in Computer Engineering degree, I had to gain at least three years of practical experience before I could register as a professional engineer.

I am grateful for the opportunities that I had and for the support that I had from family, friends, fellow students and the university. They all helped me to deal with the challenges successfully along the way.

Source: adapted from <http://www.pacecareers.com>

**Grand total: [70]**



