



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE EAST DISTRICT

GRADE 12

**LIFE ORIENTATION
CONTROLLED TEST
07 AUGUST 2024**

MARKS: 100

TIME: 2 ½ HOURS

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections, namely SECTION A, SECTION B and SECTION C.
2. The questions in SECTION A and SECTION B are COMPULSORY.
3. Answer any TWO questions in SECTION C.
4. Read all the questions carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Write neatly and legibly.

This question paper consists of 9 pages including the cover page.

SECTION A (COMPULSORY)

Answer all the questions in this section.

QUESTION 1

Various options are provided as possible answers to the following questions. Choose the correct answer and write only the letter (A-D) next to the question number (1.1.1 to 1.1.5) in the answer book, for example 1.1.6. D.

1.1.1. One of the social consequences of HIV/AIDS in the workplace is

- A. increased isolation and discrimination.
- B. decreased profitability and productivity.
- C. increased health-care costs.
- D. a reduced labour force.

1.1.2. Assessing an environmental project means to...

- A. reduce your carbon footprint in order to prevent air pollution.
- B. minimise the use of electricity and water in your household.
- C. consider the effect of recycling waste on your community
- D. propose ways to source grey water when and where possible.

1.1.3. The Basic Conditions of Employments Act (BCEA), 1997 (Act 75 of 1997) excludes the following:

- A. Workers engaged in emergency work
- B. Sales representatives of the companies
- C. Those who work fewer than 24 hours per month
- D. Members of the National Defence Force

1.1.4. Syphilis is:

- A. the human papilloma virus
- B. a sexually transmitted infection
- C. a knowledge perspective
- D. the view point you have on something

1.1.5 The labour Relations Act sets out_____

- A. the rights and responsibilities of the employee
- B. the rights and responsibilities of the employer
- C. the rights of both employees and employers
- D. the job description of an employee

1.2. Choose a description from Column B that matches an item in Column A. Write down only the letter (A-H) next to question numbers 1.2.1-1.2.5., EG 1.2.6 B

COLUMN A	COLUMN B
1.2.1 Mission statement	A. Promotes equal opportunity in the workplace.
1.2.2 Labour Relations Act	B. Promotes equal opportunity at school.
1.2.3 Trade Unions	C. Includes sports certificates.
1.2.4 General trend in recruitment	D. Organizations that represent the interests of their members in the workplace.
1.2.5 Employment Equity Act	E. Organizations that represent the interests of their members on the internet.
	F. Find employment online.
	G. Includes personal views, values, beliefs and goals.
	H. Promotes economic development, social justice and democracy.

5X1 (5)

1.3 Give ONE word/term for EACH of the following descriptions. Write only the word/term next to the question numbers (1.3.1 to 1.3.5) on your answer sheet.

- 1.3.1 Name the process that is used to find a suitable person for a particular job. (1)
- 1.3.2 Cancer, hypertension, diseases of the heart and sexually transmitted infections such as HIV/Aids are examples of ... diseases. (1)
- 1.3.3 The body that handles labour disputes and makes recommendations for settlements is called the ... (1)
- 1.3.4 A method included in South African labour law to correct the injustices experienced by previously disadvantaged groups in the past. (1)
- 1.3.5 A period of evaluating workers' performances before permanent appointment. (1)

[5]

1.4 Answer the following questions by writing the answer next to the question numbers (1.4.1 to 1.4.2) in your answer book. Write your answers in full sentences.

Read the headline below and answer the questions that follow.



Written by [Georgette Kilgore Most Popular Types](#) | March 31, 2023

1.4.1 Define the term *environment* as part of safe and healthy living. (1x1) (1)

1.4.2 Suggest **TWO** benefits of communities taking responsibility for their immediate environment. (2x2)(4)

Total Section A: 20

SECTION B (COMPULSORY)

Answer all the questions in this section. Your answers should be written in full sentences.

QUESTION 2

Read the extract below and answer the questions that follow.

Benefits and risks of physical activity and sedentary behaviour

Regular physical activity, such as walking, cycling, wheeling, doing sports or active recreation, provides significant benefits for health. Some physical activity is better than doing none. By becoming more active throughout the day in relatively simple ways, people can easily achieve the recommended activity levels.

Physical inactivity is one of the leading risk factors for non-communicable diseases mortality. People who are insufficiently active have a 20% to 30% increased risk of death compared to people who are sufficiently active.

© World Health Organization 2020 Some rights reserved. (CC BY-NC-SA 3.0 IGO; <https://creativecommons.org/licenses/by-nc-sa/3.0/igo>).. Accessed on 5 October 2022.

- 2.1. Explain **TWO** mental benefits of participation in indigenous games for communities. (2x2) (4)
- 2.2. Describe **TWO** factors that may prevent some youth from participating in physical activities. (2x2)(4)
- 2.3. Discuss **THREE** ways in which participating in physical activities and following a balanced diet can enhance self-esteem. (3x2) (6)
- 2.4. Assess **THREE** ways in which your school could work with community organisations to promote participation in physical activities among all learners. (3x2) (6)

[20]

QUESTION 3

Read the extract below and answer the questions that follow.

POVERTY- A MOST DEHUMANISING SOCIAL ILL**Lifestyle diseases as a result of ill health**

Globally millions of people are trapped in poverty. Poverty and ill- health are closely linked. The causes of ill- health are mostly rooted in the political, social and economic injustices of a country. Poverty is both a cause and consequence of ill- health. Ill- health in turn, traps communities in poverty.

In South Africa, generations of families are victims of the cycle of poverty. 'Generational poverty' is inherited across generations and manifests itself in a family that one is born into.

Although the government has poverty relief programmes in place, they cannot fight poverty alone. Communities can also join in the fight against poverty by organising campaigns that could help address this issue.

[Adapted from www.theshackbuilder.com, Quintin Adams. Accessed on 11 September 2020.]

- 3.1 State **THREE** factors that could prevent people living in poverty from taking care of their health. (3 x1) (3)
- 3.2 Explain in **THREE** ways how young people could help to break a cycle of 'generational poverty'. (3X1) (3)
- 3.3 Explore **TWO** ways in which a campaign could be used to draw public attention to issues of lifestyle diseases resulting from poverty. (2 x 2) (4)
- 3.4 Discuss the importance of evaluating the outcomes of a campaign addressing poverty as a contributing factor to ill health. (2 x 2) (4)
- 3.5 Assess **THREE** measures taken by the government to relieve poverty in local communities which may help to address issues of ill health arising from poverty. (3 x 2) (6)

TOTAL SECTION B: 40

SECTION C

Answer any TWO questions in this section.

Your responses must consist of paragraphs. Marks will only be allocated for responses written in full sentences.

QUESTION 4

Read the extract below and answer the questions that follow.

HEART ATTACKS ARE ON THE RISE AMONG YOUNG ADULTS

About 18% of all deaths in South Africa are a result of cardiovascular disease, making it the leading cause of death in the country after HIV/Aids.

And while age has long been seen as the biggest risk factor, growing numbers of young people between the ages of 20 and 40 are now suffering heart attacks too.

Globally, cardiovascular diseases, which cover both heart attack and stroke, are the number one cause of death, accounting for 31% (or 17.9 million) of all lives lost each year.

City Press 20 September 2020

Write paragraphs on *heart disease as an example of Lifestyle diseases*.

Use the following guidelines:

- Define the term heart diseases and State **THREE** risk factors that might contribute to the development of these conditions. (1+3)(4)
 - Explain **TWO** ways in which lack of knowledge about heart disease could influence young people's attitude towards this disease. (2X4)(8)
 - Recommend **TWO** practical activities that young people could initiate to raise awareness about heart diseases in their school communities. In your answers, also indicate how EACH activity may help raise awareness. (2x4)(8)
- (20)

QUESTION 5

Study the extract below and answer the questions that follow.

THE PATH THAT ENDS AIDS

This report makes clear that there is a path to end AIDS. Taking that path will help ensure preparedness to address other pandemic challenges, and advance progress across the Sustainable Development Goals. It is a choice. Some leaders are already following the path—and succeeding.

This report describes in detail how countries that put people and communities first in their policies and programmes are already leading the world on the journey to end AIDS by 2030. We need all leaders to get on that path.

Winnie Byanyima UNAIDS Executive Director 2023 UNAIDS GLOBAL AIDS UPDATE

Write paragraphs on ***human factors causing ill health***.

Use the following as a guideline:

- State **FOUR** ways in which support systems in the country could be improved for people living with HIV/AIDS. (4X1)(4)
- Discuss in detail how a contributing factor, such as discrimination, could affect the prevention and control of HIV/Aids. (2X4) (8)
- Analyse the impact of tuberculosis on HIV/Aids care and support services. (2x4) (8)

(20)

QUESTION 6

Read the scenario below and answer the questions that follow.

DISABLED WORKER TAKES ON EMPLOYER OVER DISMISSAL*Labour Laws*

A 33-year-old disabled full-time worker was dismissed after having worked for more than four years in a rehabilitation unit for disabled patients. She took her employer to labour court, accusing them of acting against labour legislation.

She was informed that there were 'concerns' about her ability to care for patients and was given her final pay cheque on the same day.

The employer argued that her dismissal was fair, that they are inclusive and always act in the best interest of all their workers according to the company's values, vision and purpose.

[Adapted from <https://www.medicalbrief.co.za/>. Accessed on 10 September 2020.]

Write an essay on **labour laws**.

Use the following as a guideline:

- Identify the relevant Labour Law that applies to the scenario above and give **THREE** possible reasons why the dismissal could be regarded as unfair. (1+3) (4)
- Discuss **FOUR** possible reasons why a worker could be fairly dismissed. (2X4) (8)
- Recommend **TWO** ways in which disabled people, like the worker in the scenario above, could protect themselves from unfair dismissal. In EACH answer, also indicate how EACH way could help to promote inclusivity of disabled persons in the workplace. (2X4) (8)

[20]

TOTAL FOR SECTION C: 40

GRAND TOTAL: 100