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DEPARTMENT OF EDUCATION

VHEMBE WEST DISTRICT

LIBERTY THROUGH KNOWLEDGE

GRADE 8

LIFE ORIENTATION (THEORY)

CASE STUDY

TERM 1 2022

MARKS: 70

This paper consists of 08 pages

LIFE ORIENTATION GRADE 8 TASK 1, 2020

SUBJECT	Life Orientation (Theory)	
GRADE	8	
TYPE OF TASK	Case Study	
TOPICS & SUB-TOPICS	Development of self in society ● Concepts: self-concept formation and self-motivation. ● Concept: sexuality. ● Relationships and friendships: relationships at home, school and in the community.	20 MARKS 20 MARKS 20 MARKS
	WORLD OF WORK ● Different learning styles: visual, aural, kinaesthetic, reading and writing.	10 MARKS
TOTAL MARKS		70 MARKS
PURPOSE	● To describe in details a specific situation. ● To be able to apply knowledge, skills and values learned in class to an unfamiliar context.	
DUE DATE	● Concepts: self-concept formation and self-motivation. (25/02/2022) ● Concept: sexuality. (04/03/2022) ● Relationships and friendships: relationships at home, school and in the community. (11/03/2022) ● Different learning styles: visual, aural, kinaesthetic, reading and writing. (11/03/2022)	

LEARNER COVER PAGE

LEARNER DETAILS	
NAME OF LEARNER	
GRADE	
NAME OF SCHOOL	

ACTIVITY	MARKS	MARK OBTAINED		
		TEACHER	DH/ SENIOR TEACHER	EXTERNAL MODERATOR
QUESTION 1: Self-concept formation and self-motivation	20			
QUESTION 2: Sexuality	20			
QUESTION 3: Relationships and friendships at home, school and in the community.	20			
QUESTION 4: Different learning styles	10			
TOTAL	70			

Teacher signature: _____	Date: _____
FEEDBACK TO LEARNER:	

MODERATION			
MODERATOR	NAME	SIGNATURE	DATE
DH/SENIOR TEACHER			
DISTRICT OFFICIAL			
PROVINCIAL OFFICIAL			

INSTRUCTION TO LEARNERS

1. The Case Study consists of 8 pages.
2. All questions are compulsory.
3. All questions must be answered in class under the teacher's supervision.
4. Your case study must have cover page.
5. The case study is an individual work-similar answers will not be allowed.
6. Your answers must be typed or hand written in blue pen.
7. The mark allocation guides you on the length of your answers.
8. Your case study must be stapled into one task having a cover sheet.

QUESTION 1**SELF-CONCEPT FORMATION AND SELF-MOTIVATION**

Read the Case Study below, and then answer the questions that follow:

Mpho and Phenyo lived in a township, not far from the city. They were not only neighbours but friends. They attended the local school, which was not far from their homes. Mpho liked playing tennis, reading books, and always did her homework; on the other hand Phenyo was good in maths but hated reading and did not always do home works, especially languages and content subjects. She had the latest smart phone and was always glued to it. At home, she liked TV and watches soapies every day. She was into the latest fashion, hairstyle, etc. Mpho has a vegetable garden at home, she spent most of her leisure time watering and taking good care of her vegetables.

Questions

1.1 What is meant by self-concept, self-motivation and uniqueness? (6)

1.2 Imagine you are Mpho; how can you help your friend (Phenyo) not to be influenced by media? You really feel she needs some help because she is neglecting her school work. Write 2 paragraphs. (6)

Rubric for 1.2

Assessment Criteria	Limited	Partial	Proficient	Outstanding
Influence of media	The learner was unable to help a friend who is influenced by media.	The learner was vague / partial helped a friend who is influenced by media.	The learner was good in helping a friend who is influenced by media.	The learner was excellent in helping a friend who is influenced by media.
Marks	0	1 - 2	3 - 4	5 - 6

1.3 List 08 positive self-talk statements you can say about yourself (8)

Total: 20 marks

QUESTION 2**SEXUALITY**

Read the Case Study below and answer the questions that follow:

Family and community norms

Thabo was living with his parents and two siblings. His parents set the norms and standards for them to follow from a young age because they wanted the best for their children. They always did things together, like going on vacation, church, shopping, etc. Thabo always deviated from the parents' expectations and rules whenever they were not home. He spent most of his time in front of the television; he was mostly interested in programmes that contain sexual content. This highly influenced his views towards his sexual choices and preferences.

His parents always told him in particular about the fact that TV soapies do not depict real life. The real cause of Thabo's misbehaviour was his peers. They put pressure on him because they always talked about what happened in programmes on TV. At times his friends boasted about their sexuality forgetting that it is not only a physical transformation, but an emotional one too. Thabo allowed his friends to sway his values by not paying attention to what his parents taught him.

His parents realized that his behaviour and the way he was dressing have changed, they were also aware that he woke up in the middle of the night to watch TV. They decided to observe him for a while. One night while watching his midnight programme, his dad came and Thabo was in big trouble. The family decided to sell their television and replaced it with reading sessions and bible study.

Questions:

- 2.1 Explain what the concept sexuality mean. (2)
- 2.2 Sexuality is a lifelong learning curve and you need skills to grow up into a responsible and caring teenager. As you explore and learn about your sexuality, list 4 points that you must always keep in mind. (4)
- 2.3 List 4 factors that can influence your sexual identity. (4)
- 2.4 Outline the 5 skills/ steps that will help you solve problems during your teenage years. Provide relevant examples. (10)

Total: 20 marks

QUESTION 3**RELATIONSHIPS AND FRIENDSHIPS: RELATIONSHIPS AT HOME, SCHOOL AND IN THE COMMUNITY.**

Read the case study below, then answer the questions that follow:

It had started well. Ntombi and Lungile hit it off on their first day at camp. Ntombi spotted a kindred spirit in Lungile when they bumped into each other, both trying to hide at the back of the campers rather than be chosen to do the obstacle course demonstration. They giggled at the same jokes and enjoyed the same activities. They were the only two campers who had brought their books along to read! They found they had a lot to chat about and when camp was over, their friendship continued at school. They made play dates and movie dates and shared news and gossip. They spoke on the telephone for ages even after seeing each other all day at school. They supported each other in tests and exams and made study dates. Ntombi was a good swimmer and Lungile sat on the side and cheered for her friend in the galas.

One day, Lungile asked Ntombi to help her with a school project she had been struggling with. Ntombi had been invited to a movie with a boy that she liked and wanted to go. She felt bad to tell Lungile that she was going to a movie instead of helping her, so she lied. She said that she had to go somewhere with her parents and therefore could not help her.

Lungile's brother went to the same movie and later teased Lungile that she was a slow worker and had to do homework when everybody else was out having fun.

Lungile felt betrayed and decided that she would not speak to Ntombi anymore. The friendship was over.

3.1 Explain the following term: Initiate. (2)

3.2 What are the characteristics of a healthy relationship? Name 5. (5)

3.3 List 5 appropriate ways to initiate a relationship (5)

3.4. In order to save the friendship, what could both Ntombi and Lungile have done differently? Write two paragraphs (8)

Assessment Criteria	Limited	Partial	Proficient	Outstanding
Saving the relationship	The learner was unable to show how Ntombi and Lungile could have done in order to save the relationship.	The learner was vague / partial in showing how Ntombi and Lungile could have done in order to save the relationship.	The learner was good in showing how Ntombi and Lungile could have done in order to save the relationship.	The learner was excellent in showing how Ntombi and Lungile could have done in order to save the relationship.
Marks	0-1	2 - 3	4 - 5	6 - 8

Total: 20 marks

QUESTION 4**DIFFERENT LEARNING STYLES**

Read the case study below, then answer the questions that follow:

DIFFERENT LEARNING STYLES

Learning styles are different ways in which people take in, understand and remember skills and information. Your learning style is the way you learn best. You may use one learning style more than the other because that is the style you are most comfortable with.

4.1 Copy and complete the table below:

LEARNING STYLE	LEARNERS THINK IN	LEARNERS LOVE / PREFERS	LEARNERS NEED
Visual			
Aural			
Kinesthetic			

(9)

4.2 List only one characteristic of logical learners.

(1)

Total: 10 marks**GRAND TOTAL: 70 MARKS**