

**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL CERTIFICATE (VOCATIONAL)**

**LIFE ORIENTATION  
(First Paper)  
NQF LEVEL 3**

**NOVEMBER EXAMINATION**

**(7601023)**

**1 November 2013 (X-Paper)  
09:00–11:30**

**This question paper consists of 10 pages.**

**TIME: 2½ HOURS**  
**MARKS: 120**

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**INSTRUCTIONS AND INFORMATION**

1. Answer ALL the questions.
  2. Read ALL the questions carefully.
  3. Number the answers according to the numbering system used in this question paper.
  4. Use only black or blue ink.
  5. Leave at least THREE lines after each question.
  6. Start each section on a NEW page.
  7. Write neatly and legibly.
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**SECTION A****QUESTION 1**

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.1–1.5) in the ANSWER BOOK.

- 1.1 A disease is a condition that stops the body or mind from functioning normally.
- 1.2 The High Court is the highest court in South Africa that can deal with discrimination and human rights violations.
- 1.3 The immune system is the body's defence system.
- 1.4 A good leader will have a good and positive effect on his/her group's performance.
- 1.5 The term *neutrality* means to be objective, fair and impartial.

(5 × 1)

**[5]****QUESTION 2**

Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (2.1–2.5) in the ANSWER BOOK.

- 2.1 The act of treating an individual differently because he/she is different or belongs to a different group is called ...
- A attitude
  - B violation
  - C discrimination
  - D leadership
- 2.2 A group of people who share a common ... and work together to achieve it, is called a team.
- A goal
  - B culture
  - C attitude
  - D belief
- 2.3 The Constitution was made law on 4 February ... in South Africa.
- A 1994
  - B 1997
  - C 2000
  - D 1998

2.4 Which ONE of the following statements is NOT an example of stereotyping?

- A All little girls play with dolls
- B Men don't cry
- C All teenagers like loud music
- D Everybody will die one day

2.5 Antiretrovirals is a drug given to people with ...

- A tuberculosis
- B malaria
- C HIV and AIDS
- D hepatitis A

(5 × 1) [5]

### QUESTION 3

Choose a description from COLUMN B that matches the names (acronyms) in COLUMN A. Write only the letter (A–G) next to the question number (3.1–3.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	SAHRC	A	AIDS support structure
3.2	Tuberculosis (TB)	B	deals with unfair dismissals
3.3	CCMA	C	they handle SA government elections
3.4	LOVELIFE	D	opportunistic infection/disease
3.5	IEC	E	protects people's rights
		F	supplier of telecommunication
		G	they handle College SRC elections

(5 × 1) [5]

**TOTAL SECTION A: 15**

**SECTION B****QUESTION 4**

Read the scenarios below and then answer the questions that follow.

**Scenario A.** Jabu is the president of the SRC. He calls the committee to meet as a group to discuss the upcoming concert. Jabu listens to each student's suggestions and recommendations. When they can't agree on an issue, they vote and the majority vote gets the go-ahead.

**Scenario B.** Nellie is the class representative. She informed the class that she has decided to organise a fundraiser. She ordered the class to be on campus on Saturday. She refused to take any questions and suggestions. When the class complained, Nellie shouted: "Be quiet and do as you are told!"

**Scenario C.** Katleho is the team leader of an engineering project. She realised that one of the team members was going through a difficult time. His mother had died of AIDS. He was left to support his three sisters. Katleho organised for other team members to share his duties until things got better for him.

**Scenario D.** Andy is the work group's leader tasked to design a new website for the college. He told group members they should each do whatever they thought would be helpful and meet again in a months' time. He said he trusted them and it was their responsibility to produce the work. Andy asked them not to bother him with lots of questions as he was very busy.

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|-----|--|--|---------|-----|
| 4.1 | 4.1.1  | Identify the FOUR leadership styles in each of the four scenarios given above. Write down the scenario letter, person's name and the leadership style. | (4 × 1) | (4) |
|     | 4.1.2  | State ONE characteristic of each of these leadership styles mentioned in QUESTION 4.1.1.   | (4 × 1) | (4) |
|     | 4.1.3  | The leader's leadership style can have a good or bad influence on the team. State TWO good qualities that a good leader should have.                   | (2 × 1) | (2) |
|     | 4.1.4  | As a team leader, what will do to deal with discrimination due to stigma about HIV and AIDS?<br>Give TWO suggestions.                                  | (2 × 1) | (2) |
| 4.2 | As a leader you deal with people from different genders. |  |         |     |
|     | 4.2.1  | Explain what is meant by the term <i>gender</i> .  |         | (2) |
|     | 4.2.2  | Give one example of gender discrimination.   |         | (1) |

**[15]**

**QUESTION 5**

- 5.1 The passage below shows information about rhino poaching in South Africa. Read it carefully and then answer the questions.



'Save the Rhino International' works to protect populations of critically endangered rhinos in Africa and Asia. By March 2012, more than 150 rhinos had been killed in South Africa that year. This is almost half of the total number of rhinos killed in the entire year of 2010. The rate of poaching incidents is increasing at a fast pace.

Cathy Dean, Director of Save the Rhino International comments:

'We welcome the news that the South African government is considering changes to the issuing of trophy hunting permits and urge all African rhino states to speed up prosecutions, increase sentences for rhino poaching and trafficking crimes and to make more government funding available to tackle the poaching crisis.'



(Source: adapted from news article on [www.savetherhino.org](http://www.savetherhino.org))

- 5.1.1 People all over the world are forming groups/teams to work together and pool their resources to fight towards saving the rhino.  
Explain what is meant by the word *team/group*. (2)
- 5.1.2 A task team (group) has been formed to find ways to fight rhino poaching in South Africa. Define the following terms:  
a) Task group (2)  
b) Working group (2)
- 5.1.3 Stakeholders work together in finding solutions to stop poaching. List THREE advantages/benefits of them working in a group to solve the problem together. (3 × 1) (3)
- 5.2 When people work together in a group, one person takes on the role as leader and another as vice-leader. Briefly describe these TWO roles in the group. (2 × 2) (4)
- 5.3 As a team member of a group that fights against rhino poaching, give THREE suggestions on what you think can be done to stop rhino poaching in South Africa. (3 × 1) (3)
- 5.4 Write down a slogan for a poster competition you entered. The slogan on the poster should encourage people to stop rhino poaching. (1 × 2) (2)

- 5.5 The public in South Africa need to have a positive attitude towards fighting against rhino poaching.
- 5.5.1 Explain what is meant by the term *attitude*. (2)
- 5.5.2 Describe THREE things you can do to help change or influence the public's attitude toward rhino poaching to get them more involved in stopping poaching. (3 × 1) (3)
- 5.6 We all need to be responsible citizens to for example help protect the rhino from being poached and becoming extinct.
- 5.6.1 Describe the role of a responsible citizen. (1 × 2) (2)
- 5.6.2 Give THREE practical examples of what a responsible citizen can do to protect our natural environment in South Africa. (3 × 1) (3)
- 5.7 Our different cultures in South Africa teach us how to live and behave in society. Give TWO examples of culture. (2 × 1) (2)
- [30]**

## QUESTION 6

Read the adapted article, 'Parents up in arms over religious headgear ban' below and then answer the questions.



A group of angry parents whose children were banned from wearing religious headgear (hats) at college, are demanding an explanation and claiming that their constitutional rights have been breached.

Thirty students were ordered to remove the fezzes (religious hat worn by Muslims). Parents say that the college has no respect for religious rights and practices.

One parent said that the Constitution allows people a right to practise whatever religion they want to. The fact that the children aren't allowed to do it, is a violation of their rights. They were also denied the right to education.

(Adapted from article: *Sunday Tribune*, 21 August 2011)

- 6.1 The article above mentions the children's constitutional rights being violated.
- 6.1.1 Describe what the concept *Constitution* means. (2)
- 6.1.2 Describe the role of a *Constitution*. (2)

- 6.2 South Africa is a very diverse country. Give THREE examples that illustrate our diversity in terms of religion. (3 × 1) (3)
- 6.3 A team, consisting of governing body members and management of the school and the principal as the leader, has been formed to investigate a certain problem at the school.
- 6.3.1 Explain what is meant by an *effective team*. (1)
- 6.3.2 Give THREE suggestions how the principal, as leader of the team, can empower the investigating team to find a solution to this problem. (3 × 1) (3)
- 6.4 Create a slogan for a poster that will be used on Human Rights Day celebrations at your College. The words or saying must make people aware of their religious rights as mentioned in the above article. (2)
- 6.5 Thirty students are being discriminated against by the college. Explain the term *discrimination*. (2)
- 6.6 One parent said the Constitution allows people the right to practise whatever religion they want to. List THREE rights contained in the Bill of Rights that help to promote religious freedom. (3 × 1) (3)
- 6.7 As a citizen of South Africa you are protected by the Constitution and Bill of Rights. Together with having certain rights are certain responsibilities. List TWO responsibilities you have as a good citizen of this country in terms of politics and TWO responsibilities in terms of gender issues. (2 + 2) (4)
- 6.8 You are the college SRC chairperson. You and the SRC members are given the task of finding a solution to the problem mentioned in the article.
- 6.8.1 What type of leadership style would you use to solve this problem? (2)
- 6.8.2 Give a reason for your answer in QUESTION 6.8.1. (2)
- 6.9 Name TWO support structures that assist people who are victims of religious discrimination. (2 × 1) (2)
- 6.10 How can the behaviour and attitude of the SRC chairperson at this college contribute positively to the working of the task group (SRC)? State THREE ways. (3 × 1) (3)
- 6.11 Give FOUR examples of other human rights violations not mentioned in the article that can take place in South Africa's diverse society. (4 × 1) (4)


**[35]****TOTAL SECTION B: 80**



## SECTION C

## QUESTION 7

Read the adapted article 'Epilepsy doesn't stop me from dreaming big' below and then answer the questions.

	<p>National Epilepsy Day was celebrated on 21 June 2011. Epilepsy South Africa said that epilepsy affects one in every 100 people and still remains one of the most misunderstood and stigmatised conditions. Epilepsy is characterised by unusual electrical activity in the brain which shows itself in the form of seizures (fits or convulsions).</p> <p>Lots of myths, ignorance and stigma surround epilepsy, like labelling epilepsy sufferers as 'crazy, possessed or mentally ill'. To empower people with epilepsy, Epilepsy SA runs workshops teaching epilepsy sufferers skills and crafts. These products are then sold to companies and the public.</p> <p>To try and destigmatise epilepsy, Epilepsy SA will run various activities across the province of KZN.</p> <p style="text-align: right;">(Adapted from Article: <i>Daily News</i>, 21 June 2011)</p>
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|-----|-------|---|---------|-----|
| 7.1 | 7.1.1 | Suggest THREE things Epilepsy SA can do to prevent epilepsy sufferers from being stigmatised.   | (3 × 1) | (3) |
|     | 7.1.2 | Create a short motivational message that can be printed on a T-shirt. This T-shirt will be sold by Epilepsy SA to raise funds and create awareness of epilepsy.               |         | (2) |
| 7.2 |       | It is very important for an epilepsy sufferer to follow a healthy diet and get enough rest.   |         |     |
|     | 7.2.1 | Explain to an epilepsy sufferer what you mean by a <i>healthy diet</i> .  |         | (2) |
|     | 7.2.2 | List TWO components of a healthy diet.  | (2 × 1) | (2) |
|     | 7.2.3 | Prescribed medication for epilepsy sufferers can play a role to help relieve their symptoms.<br>Give THREE functions of prescribed medication for people living with epilepsy | (3 × 1) | (3) |

- 7.3 Epilepsy sufferers are at times wrongly perceived by others as 'crazy, possessed or mentally ill'.
- 7.3.1 Explain what is meant by *perceptions* in the statement above. (2)
- 7.3.2 Epilepsy sufferers have rights. Explain the *role of the Bill of Rights* which has reference in this regard. (2)
- 7.4 Your College SRC is organising an Epilepsy Awareness Day for students and staff at your College and the local community.  
Give TWO reasons why you think this is very important. (2 × 1) (2)
- 7.5 How can Epilepsy SA empower epilepsy sufferers? Describe TWO ways. (2 × 1) (2)
- 7.6 Your best friend suffers from epilepsy. He/She often feels embarrassed because of being teased by fellow students at the college.
- 7.6.1 Write down TWO items of advice you can give to your friend in order for him/her to feel better. (2 × 1) (2)
- 7.6.2 Describe THREE ways to deal with perceptions of people with epilepsy, to help to promote their acceptance in a diverse society. (3 × 1) (3)
- [25]**
- TOTAL SECTION C: 25**  
**GRAND TOTAL: 120**