

Province of the

**EASTERN CAPE**

EDUCATION

**INTERMEDIATE**

**PHASE**

**GRADE 6**

**JUNE 2010**

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| **LIFE ORIENTATION** |

**MARKS: 50**

**TIME: 1 hour**

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| This question paper consists of 7 pages. |

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| **INSTRUCTIONS AND INFORMATION** | |
|  |  |
| 1. | Answer all the questions. |
|  |  |
| 2. | Number your questions as in the question paper. |
|  |  |
| 3. | Leave a line at the end of each question. |

|  |  |  |
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| **QUESTION 1** | |  |
|  |  |  |
| **State whether the following statements are TRUE or FALSE*.*** | |  |
|  |  |  |
| 1.1 | The name and address of the manufacturer must appear on the packaging of the product. |  |
|  |  |  |
| 1.2 | Ingredients are the things that are used to make a particular food. |  |
|  |  |  |
| 1.3 | 10222 is the number to call to report child abuse. |  |
|  |  |  |
| 1.4 | Animal abuse is reported to SPCA. |  |
|  |  |  |
| 1.5 | Islam worship in a mosque. (5 x 1) | (5) |
|  |  | **[5]** |
|  |  |  |
| **QUESTION 2** | |  |
|  |  |  |
| 2.1 | What is self image? | (2) |
|  |  |  |
| 2.2 | Name ONE positive and ONE negative quality of yourself. | (2) |
|  |  |  |
| 2.3 | How can you improve the negative quality mentioned in QUESTION 2.2? | (1) |
|  |  | **[5]** |
|  |  |  |

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| **QUESTION 3** | | |  |
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| **Read the extract below and the answer the questions that follow.** | | |  |
|  | | |  |
| Of all the apartheid laws, the pass laws caused the most bitterness and pain. Police  woke up families in the middle of the night to demand passes from men.  Children often watched their fathers being searched by rude young white  policemen. Men were stopped in the streets. Those who did not have  passes were loaded into police vans and taken to jail. The government later  declared that women too should carry passes.  On 9 August, 20 000 women from all over South Africa travelled to Pretoria  from the Cape, the Free State, Transvaal and Natal, from towns, villages and the countryside. It is said that some women even sold their furniture to  pay for the journey. Leading them all was Lillian Ngoyi, Helen Joseph,  Rahima Moosa and Sophie Williams. They had written a letter of protest,  demanding the removal of passes, to the office of Prime Minister, Johannes  Strydom. Part of the letter read: *[We shall not rest until all pass laws and all forms of permits restricting our freedom have been abolished. We shall not rest until we have won for our children their fundamental rights of freedom, justice and security.]*  Helen wrote of that special day, “I looked at those many faces until they  became one, the face of the suffering black people of South Africa. I know  there were tears in my eyes and I think that there were many who wept with  me.”  [From: *They Fought for Freedom: HELEN JOSEPH* by *J. Frederikse]* | | |  |
|  |  | |  |
| 3.1 | Which national day do we celebrate on 9 August, every year? | | (1) |
|  |  | |  |
| 3.2 | Name the national days that are celebrated on the following dates and why they are celebrated: | |  |
|  |  | |  |
|  | (a) | 16 June | (2) |
|  | (b) | 24 September | (2) |
|  |  | |  |
| 3.3 | Who was the leader of this march? | | (1) |
|  |  | |  |
| 3.4 | What was the content of the letter written to the Prime Minister? | | (1) |
|  |  | |  |
| 3.5 | Freedom day marks the official end of the apartheid system and the beginning of a new South Africa. On which day each year do we celebrate Freedom Day? | | (1) |
|  |  | |  |
| 3.6 | What day is celebrated on the 21 March each year and was previously known as Sharpeville Day? | | (1) |
|  |  |  |  |
| 3.7 | Which document, now used by all South Africans replaced the ‘dompass’? | | (1) |
|  |  |  | **[10]** |

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| **QUESTION 4** | | | | | | | |  |
|  | | | | | | | |  |
| **It is important that all children are aware of their rights. It is however, just as important that they are aware of their responsibilities.**  **Match the following rights with the correct responsibilities below. Write only the correct symbol e.g. 4.1. B.** | | | | | | | |  |
|  | | | | | | | |  |
| **RIGHTS** | | | | | **RESPONSIBILITY** | | |  |
| 4.1 | | A right to a decent education | | |  | The responsibility to listen to others and respect their point of view. | |  |
|  | |  | | |  |  | |  |
| 4.2 | | A right to be taken seriously | | |  | The responsibility to keep themselves clean and exercise regularly. | |  |
|  | |  | | |  |  | |  |
| 4.3 | | A right to medical care | | |  | The responsibility to be  tolerant of less fortunate people. | |  |
|  | |  | | |  |  | |  |
| 4. 4 | | A right to special care for special needs | | |  | The responsibility to work hard at school and use their talents. | |  |
|  | |  | | |  |  | |  |
| 4.5 | | A right to shelter | | |  | The responsibility to look after your home. | |  |
|  | | |  | (5 x 1) | | | | (5) |
|  | | |  |  | | | | **[5]** |
|  | | |  |  | | | |  |
| **QUESTION 5** | | | | | | | |  |
|  |  | | |  | | | |  |
| **Read the case study and then respond to the questions below.** | | | | | | |  | |
|  | | | | | | |  | |
| Sisonke Primary School is a very progressive school. Many learners in this school used to suffer from malnutrition but now there is a Soup Kitchen Project which ensures that each child gets a plate of pap(porridge) and fresh vegetables a day. The school enrolment and learner attendance keeps on improving because of this.  In a parents’ meeting last week the principal reported new challenges that are  facing the school. She said, in tears, “Last week we lost six of our learners; two in Grade R and the other four in Grade 2.” They were drowned in a man-made dam, on our school premises. The dam is used to collect rainwater for our Community Garden Project, but we never thought of such a disaster. Another problem we are facing is dumping near the school gate. | | | | | | |  | |
|  | | | | | | | |  |
| 5.1 | Identify an environmental health issue in the case study. | | | | | | | (1) |
|  |  | | |  | | | |  |
| 5.2 | What is the cause of the identified issue? | | | | | | | (2) |
|  |  | | |  | | | |  |
| 5.3 | How would you address this? | | | | | | | (2) |
|  |  | | |  | | | | **[5]** |

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| **QUESTION 6** | | | |  |
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| **The following information is found on the packaging of a cereal box:** | | | |  |
|  | | | |  |
| **NUTRIENT** | | | **NUTRITIONAL INFORMATION** |  |
| Energy | | | 1 593 kj |  |
| Protein | | | 6 g |  |
| Carbohydrates | | | 83 g |  |
| Fat | | | 24 g |  |
| Fibre | | | 3 g |  |
| Sodium | | | 450 mg |  |
| Cholesterol | | | Nil |  |
|  | | |  |  |
|  | | | |  |
| What do you know about each of the nutrients in this cereal? Read the notes below and fill in the missing words. **Write only the correct words.** | | | |  |
|  |  |  | |  |
| 6.1 | Another word for salt. Too much of it is not good for us. | | |  |
|  |  |  | |  |
| 6.2 | This is needed to build your body and to fight diseases. You find it in eggs, fish, meat, beans and grains. | | |  |
|  |  |  | |  |
| 6.3 | People who want to lose weight try to eat less of this, but it is important for growing bodies. | | |  |
|  |  |  | |  |
| 6.4 | This is not good for your heart. | | |  |
|  |  |  | |  |
| 6.5 | Growing bodies need lots of these. You can find them in foods such as potatoes and pasta. (5 x1) | | | (5) |
|  |  |  | | **[5]** |
|  |  |  | |  |
| **QUESTION 7** | | | |  |
|  |  |  | |  |
| **Read the scenario and answer the questions that follow.** | | | |  |
|  | | | |  |
| A Cape Town father has been arrested because he beat his daughter to death with a piece of wire. | | | |  |
|  |  |  | |  |
| 7.1 | Identify the form of abuse in this scenario. | | | (1) |
|  |  |  | |  |
| 7.2 | Where can you find help in a case of this form of abuse? | | | (1) |
|  |  |  | |  |
| 7.3 | Name THREE other forms of abuse. | | | (3) |
|  |  |  | | **[5]** |

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| **QUESTION 8: PHYSICAL EDUCATION** | | |  |
|  |  |  |  |
| 8.1 | Why is sport important? | | (1) |
|  |  |  |  |
| 8.2 | Give TWO examples of exercises you can do to keep fit. | | (2) |
|  |  |  |  |
| 8.3 | Why is it important to do warm up and cooling down activities? | | (2) |
|  |  | |  |
| 8.4 | Name ONE example of a warm up activity and ONE for cooling down. | | (2) |
|  |  |  |  |
| 8.5 | Name ONE example of a fielding game and ONE example of a striking game. | | (2) |
|  |  |  |  |
| 8.6 | What aspect would you consider important when participating in a  striking game? | | (1) |
|  |  |  | **[10]** |
|  |  |  |  |
|  |  | **TOTAL:** | **50** |