

# Grade 7 Life Orientation Examination

June 2018

|                 |               |
|-----------------|---------------|
| Examiner:       | Moderator:    |
| Total: 70 marks | Time: 2 hours |

## General Instructions:

1. Read ALL questions carefully.
2. Some of the questions have their own specific instructions. Be sure to read these carefully too. Marks WILL be deducted if the instructions are not followed.
3. Work neatly. Untidy work will not be marked.
4. Unless otherwise specified, answer all questions in FULL sentences.

Name: \_\_\_\_\_ Grade: 7 \_\_\_\_\_

Marks:

|            |                   |                   |                   |
|------------|-------------------|-------------------|-------------------|
| Section A: | Question 1: _____ | Question 2: _____ | Question 3: _____ |
|------------|-------------------|-------------------|-------------------|

## Section A:

Answer ALL questions in this section.

### Question One: Self-awareness

Complete the following table by answering True or False for each question. CIRCLE your choice.

|     |   |       |
|-----|---|-------|
| 1.1 | Self-awareness is the knowledge that a person has about themselves.             | T / F |
| 1.2 | A positive self-awareness is not necessary for a successful life.               | T / F |
| 1.3 | It is impossible to overcome a negative self-awareness.                         | T / F |
| 1.4 | A healthy self-awareness includes an understanding of strengths and weaknesses. | T / F |
| 1.5 | It is selfish and wrong to focus on building your self-awareness.               | T / F |

\_\_\_\_\_/ 5

### Question Two: Puberty

Use the words in the block below to complete the paragraph. Each word can only be used once.

|                 |               |           |                     |              |
|-----------------|---------------|-----------|---------------------|--------------|
| grow pubic hair | a younger age | moodiness | testicles and penis | menstruation |
|-----------------|---------------|-----------|---------------------|--------------|

# Grade 1life Orientation Exam Papers

**Charles T. Mangrum, Stephen S.  
Strichart**



## **Grade 11life Orientation Exam Papers:**

**Life Orientation Gr12 T/g** , **Life Orientation Gr12 L/b** , **Oswaal ICSE 10 Sample Question Papers Class 10** Physics, Chemistry, Maths, Biology, English Paper-1 and 2 (Set of 6 Books) For Board Exam 2024 (Based On The Latest CISCE/ICSE Specimen Paper) Oswaal Editorial Board,2023-11-10 Description of the Product Fresh Relevant with 2024 ICSE ISC Specimen Paper Fully Solved Score Boosting Insights with 500 Questions 1000 Concepts Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready Practice with 10 Highly Probable SQPs Includes 2023 Board Exam Paper Fully Solved 5 exclusive Sample Question Papers for Oswaal 360 **X-kit FET Grade 10 Mathematical Literacy** ,2006

**SSC JE (Mechanical) Exam Paper-II PDF-Mechanical Engineering Practice Sets eBook** Chandresh Agrawal,Nandini Books,2025-01-21 SGN The SSC JE Mechanical Exam Paper II PDF Mechanical Engineering Practice Sets eBook Covers Objective Questions With Answers **Resources in Education** ,2001 **Science Reporter** ,1984

*UGC-NET/SET: Physical Education (Paper II & III) JRF and Assistant Professor Exam Guide* High Definition Books,

**Bringing Excellence to Substance Abuse Services in Rural and Frontier America** ,1997 **Contemporary Voices From The Margin** Peter Ukpokodu,Omiunota N. Ukpokodu,2012-06-01 Traditionally American educators and communities have looked to Europe and Asia for ideas for rethinking and reforming education for America s diverse children This book Contemporary Voices from the Margin African Educators on African and American Education brings together new voices of diverse African born teacher educators and Africanist scholars who share personal experiences as well as researchbased perspectives about education in Africa and America that will be valuable to rethinking and reforming education for America s struggling schools The book is a comprehensive work of experienced educators and scholars in the field of teacher education and African Studies The editors of the book invited a diverse group of African born teacher educators and scholars from different countries of Africa who teach in the U S The contributors share a common African experience but they are geographically diverse in countries of origin and research Their knowledge about African communal living as well as colonial powers and imperialism as they operated in various African countries enables them to compare and contrast various educational models and practices including traditional ones They are also diverse in their fields of specialization but have expertise in multicultural education urban education and culturally responsive pedagogy that have become the focus of U S discourses in public education and teacher preparation programs Given that these scholars were born or socialized and educated in as well as taught schools and colleges in their respective African countries before settling in the United States they bring a wealth of experience and insights into what it means to successfully educate children and youth The book is divided into three parts Part 1 examines African processes and practices of education both formal and informal as contributing authors share perspectives about African indigenous education including cultural socialization and formal western type education and organization of schools Part 2 focuses on patterns and structures of formal western type

education in selected African countries Part 3 explores cross cultural perspectives on American education The contributors provide chapters of stimulating and rich perspectives that will engage the discourse on rethinking and reforming education and schooling for America s diverse students      **Research in Education** ,1973-12      Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents      **Peterson's Colleges with Programs for Students with Learning Disabilities** Charles T. Mangrum,Stephen S. Strichart,1994 Profiles over 800 colleges and universities that offer programs and services for students with learning disabilities      **The Athenaeum** ,1891      The Publishers' Trade List Annual ,1965

**Imagined Liberation** Heribert Adam,Kogila Moodley,2013-12-01 On a spectrum of hostility towards irregular migrants South Africa ranks on top Germany in the middle and Canada at the bottom South African xenophobic violence by

impoverished slum dwellers is directed against fellow Africans Why would a society that liberated itself in the name of human rights turn against people who escaped human rights violations or unlivable conditions at home What happened to the expected African solidarity Why do former victims become victimizers Imagined Liberation asks what xenophobic societies can learn from other immigrant societies which avoided the backlash against multiculturalism in Europe [Athenaeum and Literary Chronicle](#) James Silk Buckingham, John Sterling, Frederick Denison Maurice, Henry Stebbing, Charles Wentworth Dilke, Thomas Kibble Hervey, William Hepworth Dixon, Norman Maccoll, Vernon Horace Rendall, John Middleton Murry, 1891

**Questions and Replies of the National Assembly** South Africa. Parliament (1994- ). National Assembly, 2001

**Drum**, 2009 **Community Series in Mental Illness, Culture, and Society: Dealing with the COVID-19**

**Pandemic, volume VIII** Mohammadreza Shalbafan, Samer El Hayek, Renato de Filippis, 2024-06-21 The COVID 19 outbreak has impacted many areas of our lives including mental health Lockdown and physical distancing measures have been one major effective intervention to counter the spread of the virus and reduce the impact of the disease However they have negatively impacted mental well being and behaviors either triggering the onset of new psychiatric symptoms and diseases or amplifying pre existing ones The pandemic and lockdown measures have also been associated with reduced access to treatment and facilities all over the world further worsening mental health outcomes The impact on mental health although universal varied between nations Cultural and societal variables including norms values religion and stigma have played an important role in shaping COVID 19 related mental health symptoms including anxiety depression grief psychosis and addiction These sociocultural factors have also molded how mental health interventions are tailored and provided Highlighting the intertwining relationship between the pandemic mental health and sociocultural factors are essential to managing emerging mental health symptoms adequately

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