

 **3** ENTREPRENEURSHIP

 EMPLOYABILITY

 EDUCATION

**LIFE ORIENTATION
GRADE 11
MARKING GUIDELINES**

TOTAL: 90

Date of issue:

Completion date:

ACTIVITY 1

- **Define the term *substance abuse***

Marks should be awarded as follows:

Two marks (✓✓) for a correct definition

It refers to ...

- a situation in which a person excessively (✓) consumes intoxicating substances (✓)
- the constant/daily intake (✓) of intoxicating/psychoactive substances. (✓)
- exaggerated/unreasonable ways (✓) of using intoxicating substances beyond the acceptable levels. (✓)
- intake of harmful/hazardous substances (✓) beyond the capacity of a human body. (✓)
- potentially harmful/hazardous use (✓) of psychoactive substances. (✓)
- the use of a drug in amounts/by methods (✓) that are harmful to the individual/others. (✓)
- **Any ONE of the above for TWO marks**

(1x2) (2)

- **State two factors that may contribute to young people abusing substances.**

Marks should be allocated as follows:

One mark (✓) for a well-explained response.

They may be ...

- pressured by peers to also take drugs for acceptance. (✓)
- lacking knowledge about the negative consequences of taking drugs (✓)
- influenced by bad role models in their neighbourhoods (✓)
- exposed to family environments where substance abuse is common practice. (✓)
- raised in environments where there is poor parental monitoring/guidance. (✓)
- victims of family rejection due to various factors, e.g., sexual orientation/gender identity/LGBTQ1+. (✓)
- shielding themselves from negative experiences of being raised in families troubled by ongoing depressive tendencies/feelings of anxiety/ADHD (attention deficit hyperactivity disorder) (✓)
- living in environments where there is easy access/availability of drugs. (✓)
- exposed to media covering celebrities that are constantly abusing drugs/alcohol. (✓)
- exposed to environments where people of poor socio-economic backgrounds often abuse drugs/alcohol as a way to escape from their difficult living conditions. (✓)
- **Any TWO of the above for ONE mark each**

(2x1) (2)

the

Describe how being exposed to high prevalent rates of substance abuse could negatively impact social life in communities.

Marks should be awarded as follows:

Two marks (✓✓) for a well explained response.

It could ...

instil a view/belief that abusing substances is normal (✓) and this may lead to a breakdown of acceptable social norms/ways of relating/living/communicating in communities. (✓)

obscure communities' ability to make objective judgement/analysis of the negative effects of this inappropriate behaviour (✓) and they may then be easily influenced to be involved in a high incidence of social ills, e.g., crime/rape/GBV/domestic violence, etc. (✓)

encourage them to spend most of their financial resources emulating the lifestyle being paraded (✓) leading to financial strain in families/poverty/inability to feed themselves. (✓)

gradually numb the ability of community members to differentiate between right and wrong, (✓) thereby, perpetuating the committing of life-threatening acts in communities. (✓)

promote the development of poor moral standards (✓) resulting in them not taking care of vulnerable community member/not being considerate of the welfare of others. (✓)

cause communities to care less about their personal hygiene (✓) and that could burden health care services in communities due to poor lifestyles. (✓)

cause unsuspecting victims to leave their households in pursuit of the projected dangerous lifestyle (✓) and that could increase the rate of dysfunctional families in communities. (✓)

contribute to increased rates of the youth dropping out of school (✓) and that may negatively impact the expected growth/development in that community. (✓)

Any TWO of the above for TWO marks each

(2x2) (4)

Explain how substance abuse could negatively impact young people's physical wellbeing.

Marks should be awarded as follows:

Two marks each (✓✓) for a well-explained response

It could ...

- increase the risk of young people developing heart diseases/cardiovascular challenges, (✓) thus making them sick all the time. (✓)
- cause young people to be at risk of developing severe respiratory illnesses (✓) which could require them to always use breathing assisted devices in public. (✓)
- cause gastrointestinal problems such as ulcers/gastritis/digestive issues (✓), thus making it difficult for them to do their odd jobs in communities. (✓)
- damage the young person's liver (✓) which could impact its ability to pump air in/out when engaging in recreational/play activities with other members of the community. (✓)
- lead to poor nutrition/dehydration due to excessive use (✓) which could diminish/lower the capacity of vital organs to function properly when doing usual chores. (✓)
- weaken the immune system, (✓) thus making it harder for the body to fight off infections/ illnesses. (✓)
- **Any TWO of the above for TWO marks each**

(2X2) (4)

Discuss TWO ways in which drug abuse could negatively impact the ability of young people to effectively pursue their future careers.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

It may....

- cause them to adopt negative attitudes towards school activities (✓) and they may not be able to meet the entry requirements to study for their careers. (✓)
- cause them to always be concerned about satisfying their need for more substances, (✓) and they may not have time to adequately make the necessary preparations for their post school life. (✓)
- force them to skip classes, (✓) thus depriving them of the needed basic knowledge/skills for meaningful pursuance of their career studies. (✓)
- make them to always be absorbed in their world of fantasy generated by the abuse of drugs (✓) and that could diminish their strength/alter their attention to implement/follow clear career plans. (✓)
- enable them to keep up with established routine of class attendance (✓) and that could result in wasted academic opportunities/drop out of school. (✓)
- cause them to struggle in performing/completing the various school activities (✓) and they may not be able to submit the necessary assignments for purposes of promotion. (✓)
- **Any TWO of the above for TWO marks each**

(2x2) (4)

[16]

ACTIVITY 2: LITERATURE REVIEW

- **Define the term *youth risky behaviour*.**

Marks should be awarded as follows:

TWO (✓✓) marks for a correct definition

It refers to ...

- activities, e.g., substance abuse/unsafe sexual practices/reckless driving that the youth may often do (✓) leading to injury/harmful health outcomes. (✓)
- various actions/decisions that the youth may take/engage in (✓) with negative consequences to their health/safety/overall wellbeing. (✓)
- a wide range of actions/behaviours, e.g., driving under the influence of intoxicating substances/having unprotected sex (✓) resulting in a loss of life/loss of body parts/teenage pregnancy/shattered career dreams, etc. (✓)
- a series of actions/activities that the youth may be persuaded by their irresponsible friends to take part in, (✓) ending up severely affecting their physical/mental/ emotional well-being.
- **Any ONE of the above for TWO marks**

(1x2) (2)

- **State FIVE critical factors that may contribute to young people deciding to engage in risky behaviours.**

Marks should be awarded as follows:

ONE mark for a well-explained response.

They may ...

- want to gain social approval/acceptance by their peers. (✓)
- resort to risky behaviour as a coping mechanism due to what may be going on in their lives. (✓)

- do it to pursue exciting experiences/seek out thrills by doing extreme things. (✓)
- be influenced by parents/caregivers who resort to unhealthy coping strategies. (✓)

- be open to uncertainty, leading to risk-taking as a form of learning and growth. (✓)
- easily give in to the brain impulses to push the boundaries when looking for fun. (✓)
- be pressured by their peers to earn their respect. (✓)
- be battling with impossible emotional stress due to adverse childhood experiences. (✓)
- be victims of their living environment where most people are constantly engaging in absurd behaviour. (✓)

- believe that nothing wrong is going to happen to them as they are invincible. (✓) (5x1) (5)
- **Any FIVE of the above for ONE mark each**
- **Describe ONE way in which considering healthy lifestyle choices may persuade young people not to engage in risky behaviour.**
Marks should be awarded as follows:
 TWO (✓✓) marks for a well-explained response.
 If young people could ...
 - choose to engage in recreational activities as their preferred way of passing time/deal with boredom, (✓) they may suddenly realise the physical/emotional/social benefits of these activities. (✓)
 - decide to always read life changing books, including material on the negative consequences of risky behaviours, (✓) they may be discouraged from ever engaging in such activities. (✓)
 - prefer to always be in the company of positive role models, (✓) it could inspire them to also adopt such a healthy lifestyle. (✓)
 - be taught life skills such as being self-confident in the manner they carry themselves, (✓) it could enable them to effectively fight off any temptation to engage in such activities. (✓)
 - be made to understand how current actions affect future goals, (✓) it could motivate them to always choose healthy ways of living over risk. (✓)
 - be made aware of the long-term impact of their negative choices, (✓) it may motivate them not to engage in actions that may potentially harm them/loved ones. (✓)
 - become skilled in effective ways of dealing with stress/anxiety, (✓) they may use such helpful strategies, instead of resorting to risky behaviours. (✓)
 - be taught the value of a balanced diet (fruits/vegetables/whole grains), (✓) they may be discouraged from using substances. (✓) (1x2) (2)
 - **Any ONE of the above for TWO marks**
- **Explain why existing awareness programmes against unhealthy lifestyle choices seem ineffective to instil good decision-making skills for young people to change their behaviour.**
Marks should be awarded as follows:
 TWO (✓✓) marks for a well-explained response.
 Possible responses may include:

- Many awareness campaigns focus on surface-level information without delving into the underlying reasons for unhealthy behaviours (✓) and that may not be effective to fully equip young people with the necessary knowledge/skills/values to make proper decisions. (✓)
 - Most programmes often emphasize short-term benefits, (✓) which could deprive young people of the opportunity to deepen their understanding about the underlying negative consequences of such behaviours. (✓)
 - Awareness campaigns alone may not be an effective way to provide ongoing support/practical tools for behaviour modification (✓) and that could leave some young people to always struggle in sticking to healthier lifestyle choices. (✓)
 - Existing unhealthy norms/peer pressure may cast doubts on the messages being promoted (✓) and most young people may feel the urge to continue with their unhealthy lifestyle choices. (✓)
 - Generic messages may not always appeal to specific needs of all young people (✓) and these impersonalised approaches may not be taken seriously by all young people. (✓)
 - **Any TWO of the above for TWO marks each** (2x2) (4)
- **Discuss TWO ways in which abuse of alcohol could affect attempts by young people to live healthier personal lives.**
Marks should be awarded as follows:
 TWO (✓✓) marks for a well-explained response.
 It could ...
- disrupt brain development during adolescence, (✓) leading to long-lasting cognitive deficits/impaired judgment/emotional instability. (✓)
 - harm organs/weaken the immune system (✓), making young people to always be at risk of contracting illnesses/diseases. (✓)
 - lower/block objective making skills, (✓) leading to dangerous behaviours, such as reckless driving/unsafe sexual intercourse. (✓)
 - strain friendships/family bonds, (✓) leading to isolation/conflicts/emotional challenges due to strained connections (✓).
 - cause alcohol-related legal issues/battles, (✓) thus jeopardizing personal safety/causing distress due to having to be at court all the time. (✓)
- turn them into criminals who may steal household artefacts to feed their urges (✓) and that could put them in a collision course with family members. (✓)
 - impair their ability to make objective judgements on their circumstances (✓) which could necessitate negative/detrimental/life-threatening decisions being made about their wellbeing. (✓) (2x2) (4)
 - **Any TWO of the above for TWO marks each**
- **Critically discuss how the scarcity of support systems or advisory services in some communities could hamper young people's effort to effectively deal with their urge to engage in risky behaviour.**
Marks should be awarded as follows:
 FOUR (✓✓✓✓) marks for a well-explained response.
 Young people may ...
- may lack the necessary resources to understand the consequences of their actions (✓) since such services could empower them with the appropriate information about these behaviours, (✓) without which they may not be able to make informed decisions (✓) and that could leave them without any helpful way to evade these negative impulses. (✓)

- run short of safe spaces for them to grow/develop coping mechanisms (✓) as being part of such organisations may offer them an opportunity to share experiences with others in the same boat (✓) which could not be easily realised when they battle with their urge alone (✓) and they may end up being overwhelmed by the urge to do extreme things. (✓)
- take risky/uninformed decisions about the extent of involvement in risky behaviour (✓) since professional advisory services are equipped with qualified personnel who could give a proper perspective to young people (✓) and if that information is missing, they may think trying out risky behaviour may not harm them (✓) and that may result in them engaging in extreme forms of risky behaviour. (✓)
- be more susceptible to engaging in risky behaviour (✓) due to a lack of awareness/knowledge/alternative options (✓) which could further confirm their feelings of invincibility (✓) and they may then seek for more excitement by engaging in more dangerous activities. (✓)
- lack access to accurate information about risks/consequences/healthier alternatives (✓) since informed decision-making requires reliable guidance (✓) and a lack thereof, could result in misguided choices, (✓) thus perpetuating risky behaviours. (✓)
- leave them without empathetic listeners/mentors (✓) since they may have no one to bounce off their obsessive urges (✓) which could cause them to do what they think works for them (✓) and that could make them more vulnerable to engage in risky behaviours. (✓)
- not have appropriate role models (✓) since mentors may offer ongoing supervision to the young person (✓) and without proper guidance, they may relapse (✓) which could then reinforce the negative behaviour. (✓).
- experience unresolved stigma/shame from friends (✓) since they may not have the opportunity to be debriefed by such services (✓) which could then leave them feeling helpless (✓) and that may further push them to engage in riskier behaviour. (✓)
- experience inadequate crisis response mechanisms (✓) since such services may offer immediate care/support for victims (✓) without which, victims may continue with their ineffective ways of dealing with the problem (✓) and that may result in them engaged in more episodes of risky behaviour. (✓)
- **Any TWO of the above for FOUR marks each**

(2x4) (8)

[25]

ACTIVITY 3

3.1 Use the questionnaire provided to collect data about young people's experiences views/feelings/perspectives on engaging in risky behaviour from five respondents.

Marks should be awarded as follows:

ONE (✓) mark for a fully completed questionnaire

Use the rubric below to guide mark allocation

RUBRIC FOR THE QUESTIONNAIRE

LIMITED 0-1	AUDEQUATE 2	GOOD 3	PROFICIENT 4	EXCELLENT 5
No questionnaire was used OR Only ONE questions of the FIVE questionnaires was responded to.	Only TWO questions of the FIVE questionnaires were responded to.	Only THREE questions of the FIVE questionnaires were responded to.	Only FOUR questions of the FIVE questionnaires were responded to.	All the FIVE questions in the FIVE questionnaires have been adequately responded to or completed.
				(5x1) (5)
				[5]

3.2 Summarise the findings by indicating the meaning of each question in the completed questionnaires.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Use the rubric below for mark allocation

LIMITED 0 or 1x1 (1) 1x2 (2)	AUDEQUATE (2x2) (4)	GOOD (3x2) (6)	PROFICIENT (4x2) (8)	EXCELLENT (5x2) (10)
The learner did not make the required summary OR the only summary made was too limited OR Only ONE correct summary was made.	The learner was able to make a correct summary of all the TWO questions in the FIVE questionnaires and a correct explanation about the meaning of each summary was given.	The learner was able to make a correct summary of all the THREE questions in the FIVE questionnaires and a correct explanation about the meaning of each summary was given.	The learner was able to make a correct summary of FOUR questions in the FIVE questionnaires and a correct explanation about the meaning of each summary was given.	The learner was able to make a correct summary of all the FIVE questions in the FIVE questionnaires and a correct explanation about the meaning of each summary was given.
				(5x2) (10)
				[10]

ACTIVITY 4: Brochure (group activity)

- Based on the challenges you have discussed in Activities 1 and 2 and data collected in Activity 3 above, complete a group activity in which you develop a brochure with the aim of discussing different views about the challenges of youth risk behaviour by following the instructions and questions below

NOTE TO THE MARKER:

- In the brochure, the learner must be credited for indicating the information below by following the prompting questions.

State the benefits of educating young people about risky behaviours.

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response

It may enable them to ...

- play their part towards accepting responsibility/ forming identities/ becoming independent young adults. (✓)
 - better understand risks in a proper perspective. (✓)
 - channel their energy towards safe/constructive/life changing activities. (✓)
 - understand the consequence related to each type of risky behaviour. (✓)
 - develop strong moral fibre/good moral codes. (✓)
 - establish their identities by learning from their successes/failures. (✓)
 - make better choices/avoid negative behaviour. (✓)
 - understand how their actions could also affect other people. (✓) (5x1) (5)
 - **Any FIVE of the above for ONE mark each**
- **Give strategies that may assist young people to make healthy lifestyle choices.**

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response

They may ...

- develop a lifestyle plan to guide them on healthy ways of living, e.g. eating/stress management/conflict resolution (✓)
- commit to personal health goals in order to stick to balanced lifestyle options. (✓)
- use time management tools such as a study plan to avoid stress related to pressure when you have got to do many things at the same time. (✓)
- learn to be vocal if they feel abused/coerced to take part in risky behaviours. (✓)
- establish a support system involving trusted adults in their communities. (✓)
- engage in physical activities/exercises/ listen to music to effectively pass time. (✓)

- set clear/realistic/achievable/specific health goals for enhancement of their wellbeing. (✓)
 - **Any FIVE of the above for ONE mark each** (5x1) (5)
- **Suggest TWO tips to be considered by young people for the promotion of healthy behaviours.**
Marks should be awarded as follows:
 ONE (✓) mark for a well-explained response
 They may ...
 - associate themselves with progressive/successful people in their communities (✓) to emulate their positive lifestyles. (✓)
 - establish networks with likeminded individuals (✓) so that they may be encouraged to do everything in their power to follow their life goals. (✓)
 - develop easy-to-follow rules about what they could do/not do about their lives (✓) so that they may constantly be reminded to stick to good moral standards/codes. (✓)
 - commit to engage in sustained physical activities (✓) so that they can successfully emit the negative energy they may be having. (✓)
 - make a calculated decision not to use substances, e.g., Tobacco/alcohol (✓) so that may effectively eliminate the temptation of engaging in serious risky behaviours. (✓)
 - practice/implement good decision-making skills (✓) to avoid being easily persuaded to take drugs/substances/involved in unprotected sex. (✓)
 - **Any TWO of the above for TWO marks each** (2X2) (4)

[14]

ACTIVITY 5: Recommendations

•	<p>What evidence-based strategies could be implemented as part of improving your project to mitigate risky behaviour among young people, considering potential effects on career outcomes.</p> <p>Marks should be awarded as follows: TWO (✓✓) marks for a well-explained response. Answers may include the following:</p> <ul style="list-style-type: none"> • Youth Development programs can be introduced to focus on building strengths/skills/resilience in young people (✓) to promote pro-social behaviours/ provide opportunities for growth/enhanced employability (✓) (✓) • Directly Involve organisations such as <i>at-risk youth</i> to build trust/offer support (✓) so that the youth may be connected to resources which can result in increased awareness of healthier choices/access to career-related services. (✓) 	
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	<ul style="list-style-type: none"> • Provide workshops on job readiness/financial literacy/vocational skills (✓) which could equip them with practical tools for career success. (✓) • Collaborate with schools/employers/community organisations to create pathways for education/training/employment (✓) that may strengthen connections to career opportunities/supportive networks. (✓) • Any ONE of the above for TWO marks 	(1x2) (2)
<ul style="list-style-type: none"> • 	<p>Assess how an advocacy campaign to create a supportive environment for young people to prioritise their long-term career goals could be successfully done.</p> <p>Marks should be awarded as follows: TWO (✓✓) marks for a well-explained response. Answers may include the following:</p> <ul style="list-style-type: none"> • Involve relevant stakeholders such as educators/employers/parents/youth in the campaign (✓) as that will enable organisers to ensure that their programme addresses the specific needs/perspectives of the intended audience. (✓) • Use social media/workshops/public speaking events (✓) as most community members are familiar with these methods to successfully inform them about the importance of career planning. (✓) • Offer easy-to-use career paths tools/guidance resources/manuals/documents (✓) since that could offer an opportunity for young people to use practical mechanisms for exploration of different careers for informed decisions making. (✓) • Connect young people with mentors in their fields of interest/allocate mentors to specific learners/group of learners (✓) so that they may receive ongoing customised support in the career journey. (✓) • Involve authorities to review current policy/regulations/ways the provision of career advisory services (✓) so that the existing bottlenecks could be effectively eliminated/ more people could benefit. (✓) • Lobby for policies that address systemic barriers (e.g., affordable education, equal opportunities)/Structural changes (✓) to create a fairer playing field for career development. (✓) • Any THREE of the above for TWO marks each 	(3x2) (6)

<ul style="list-style-type: none"> • 	<p>Critically discuss ways in which young people could be assisted to make informed career decisions through their participation in this project.</p> <p>Marks should be awarded as follows:</p> <p>FOUR (✓✓✓✓) marks for a well explained response.</p> <p>They may be ...</p> <ul style="list-style-type: none"> • encouraged to acknowledge the value of partnering with their parents/community organisations/members (✓) since it is in such partnerships that they may develop a better understanding of themselves, e.g., skills/values/attitudes (✓) which could enable them to determine their valuable/attractive career (✓) and they may then pursue personally appealing careers/careers in line with their personal attributes (✓) • afforded an opportunity to apply their soft skills/people skills (✓) since participating in group projects may require skills such as communication/collaboration/teamwork/problem solving (✓) which may make them realise their potential to work in groups (✓) and they may then use that knowledge to pursue careers requiring such skills. (✓) • motivated to use their marketing skills to sell helpful ideas to communities (✓) since this project required them to advertise/showcase effective ways of dealing with youth risky behaviours (✓) which tapped into aspects of their entrepreneurial mindset (✓) and they may use that knowledge/expertise to find their niches in the entrepreneurial world. (✓) • sensitised to establish mentorships in their general life endeavours (✓) since it is upon linking with likeminded persons that certain information/experience could be accessed (✓) which could open their minds to different career opportunities (✓) and they may be able to extend their horizons by considering even unknown careers. (✓) • made to appreciate the value of connecting with mentors (✓) since mentors may have expert knowledge on a range of personal development 	

	<p>areas (✓) which could properly equip young people with specialist skills/knowledge (✓) and they may eventually pursue careers in line with their calling in life. (✓)</p> <ul style="list-style-type: none"> empowered to work with others in initiating peer support programs (✓) as such initiatives may give them a platform to showcase their skills (✓) which could be nurtured through their involvement in the project (✓) and that could make them realise their passion in life. (✓) Any TWO of the above for FOUR marks each 	(2x4) (8)
		[16]
<ul style="list-style-type: none"> 	<p>ACTIVITY 6: Reflection Evaluate how your participation in this project has impacted your perspective on issues of youth risky behaviour. Marks should be awarded as follows: FOUR (✓✓✓✓) marks for a well-explained response It has ...</p> <ul style="list-style-type: none"> increased awareness of the issues/challenges that young people face (✓) which enabled me to develop a deeper understanding of the factors that contribute to risky behaviour; (✓) however, if only few young people understand the challenges of this behaviour (✓) most young people will continue due to a lack of knowledge. (✓) inspired a sense of responsibility/urgency to take action (✓) so that young people could be supported to make safer choices; (✓) however, if that same level of urgency is not shared by the whole community/most young people in the community, (✓) the intended goals of moulding good character may not yield the desired results. (✓) offered me an opportunity to learn from the experiences of others (✓) in order to advocate for change; (✓) however, not all young people may be able to benefit from such an experience (✓) and the majority may continue with their irresponsible ways of behaving. (✓) taught me the art of listening to other people's views (✓) since different views have a potential to enhance teamwork when dealing with various challenges, including youth risky behaviour; (✓) however, this may require time/patience/willingness from team members (✓) and those who are impatient may not add value to the attempt of dealing with youth risky behaviour in communities. (✓) made me realise that a small contribution could also change the whole world (✓) as the initiative started with few individuals, but eventually involved the whole community; (✓) however, not all participants/pioneers of the project may exert the desired effort (✓) and that has a 	(1x4) (4)

	potential to generate doubts in the minds of young people for whom the project is designed to help. (✓) ● Any ONE of the above for FOUR marks	
		[4]

GRAND TOTAL: 90