LIFE ORIENTATION GRADE 10 PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. Which term describes a social group of people that either live in the same environment or share a common interest?

A. Group

B. Society

C. Network

D. Community

2. Explain how financial literacy and budgeting can help prevent debt among adolescents, with one example.

A. Keeps track of income/expenses; example: saving for trips.

B. Encourage debt by spending impulsively.

C. Ignore expenses; hope for best.

D. Only saving money; not tracking income.

3. Explain the relationship between sleep, mood, and academic performance in high school students.

A. Sleep affects mood and cognitive function; better sleep improves focus, memory, and grades.

B. There is no relationship between sleep and grades.

C. Mood only affects sports.

D. Academic performance causes sleep.

4. How can positive peer relationships contribute to resilience, and provide one example in a school context.

A. Provide support, encouragement; example: peers help manage exam stress by study groups.

B. They make students rely only on teachers; example: avoid group study.

C. They increase risk behaviors; example: encouraging truancy.

D. They have no impact on resilience; example: ignoring peers.

5. Which term describes your connection with and belonging to your broader environment?

A. Neighborhood

B. Society

C. Relationship

D. Community

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6. Which of the following resources can students access for help with gender-based violence?

A. Only police

B. Only teachers

C. School counselors, helplines, safe spaces, and reporting channels

D. Social media groups

7. What is the ability to focus on something for a period of time?

A. Attention

B. Concentration

C. Mindfulness

D. Focus

8. What is social responsibility and give two practical examples a Grade 10 learner can implement.

A. Personal goal to maximize individual success; examples: studying alone, ignoring neighbors.

B. Obligation to help others and the environment; examples: volunteering, recycling.

C. Concept tied to social media presence; examples: posting memes, liking posts.

D. Legal requirement to pay taxes; examples: organizing debate club, cook-off.

9. Which of the following is a set of two consequences of poor body image and one strategy to promote positive body image?

A. Low self-esteem; risk of disordered eating; strategy: celebrate health and function, media literacy.

B. High self-esteem; constant dieting; strategy: compare with others.

C. Anxiety about school; sleep improvement; strategy: exercise.

D. No impact.

10. Describe two strategies to prevent non-communicable diseases in daily life.

A. Regular physical activity and a balanced diet; limit processed foods and tobacco

B. Sleep deprivation and junk food

C. Smoking and alcohol abuse

D. Ignoring medical check-ups

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Answers

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1. D
2. A
3. A
4. A
5. D
6. C
7. B
8. B
9. D
10. A

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Explanations

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1. Which term describes a social group of people that either live in the same environment or share a common interest?

A. Group

B. Society

C. Network

D. Community

Think about people coming together because they share a place or a purpose. A community describes this sense of belonging and interaction, whether neighbors who live in the same environment or members who share a common interest and work toward shared goals. It captures both being in the same environment and having a shared interest, which is why it fits best. A group is just any collection of people; a network focuses on connections between people; a society refers to a larger, more complex system of people and institutions. So the term that best describes a social group linked by place or interest is community.

2. Explain how financial literacy and budgeting can help prevent debt among adolescents, with one example.

A. Keeps track of income/expenses; example: saving for trips.

B. Encourage debt by spending impulsively.

C. Ignore expenses; hope for best.

D. Only saving money; not tracking income.

Tracking income and expenses through budgeting builds financial literacy by showing exactly how money comes in and where it goes. When adolescents can see their earnings from a job and monitor everyday costs—food, transport, entertainment—they can plan how much to spend now and how much to save for goals. Saving for trips, for example, becomes a concrete target rather than a vague idea; by setting aside a portion of earnings regularly, a student builds a fund that reduces the need to borrow or use credit later. This habit creates a safety net and teaches delayed gratification, making debt less likely. In contrast, spending impulsively, ignoring expenses, or saving without knowing how much is available overall all tend to misalign spending with reality. That mismatch can push someone toward debt when money runs short.

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3. Explain the relationship between sleep, mood, and academic performance in high school students.

A. Sleep affects mood and cognitive function; better sleep improves focus, memory, and grades.

B. There is no relationship between sleep and grades.

C. Mood only affects sports.

D. Academic performance causes sleep.

Sleep directly influences how you feel and how your brain works, which in turn affects learning in high school. When you get good-quality sleep, your mood tends to be steadier and stress hormones stay more balanced, so you're not as irritable or overwhelmed. At the same time, your brain can process and organize new information more effectively: attention and focus improve, memories get consolidated, and problem-solving and quicker thinking become easier. Because learning depends on paying attention in class, remembering things you studied, and applying what you've learned on tests, enough sleep helps with all of these. When you're sleep-deprived, your focus drops, memory retrieval slows, and decision-making wanes, making study sessions less productive and tests tougher. That combination often shows up as lower grades, even if you put in the same amount of study time. The relationship can go both ways—mood and stress can affect sleep, and sleep quality can influence mood—but the strongest, most direct impact is that adequate sleep supports mood regulation and cognitive functions that drive academic performance. For teens, this is especially important because their internal clocks tend to shift later, yet early school start times can clash with their natural sleep needs, increasing sleep debt. Practical takeaways: aim for about 8–10 hours of sleep per night, keep a regular sleep schedule even on weekends, create a winding-down routine before bed, limit screens and caffeine in the evening, and make the sleep environment comfortable and conducive to rest. Short daytime naps can help if used sparingly and not too late in the day. Prioritizing sleep helps mood, focus, memory, and ultimately grades.

4. How can positive peer relationships contribute to resilience, and provide one example in a school context.

A. Provide support, encouragement; example: peers help manage exam stress by study groups.

B. They make students rely only on teachers; example: avoid group study.

C. They increase risk behaviors; example: encouraging truancy.

D. They have no impact on resilience; example: ignoring peers.

Positive peer relationships contribute to resilience by providing social support, encouragement, and practical help that help students cope with stress and bounce back from setbacks. In a school context, students who form study groups can share knowledge, keep each other motivated, and offer emotional reassurance during exams, which reduces anxiety and builds confidence to persist through challenges. This aligns with resilience because it shows how connecting with peers creates a supportive network that buffers stress and promotes effective coping. Other options describe dependence on a single adult, promote negative behaviors, or claim no impact, which do not reflect how supportive peer ties strengthen the ability to cope and recover in school.

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5. Which term describes your connection with and belonging to your broader environment?

A. Neighborhood

B. Society

C. Relationship

D. Community

Belonging to and connecting with the broader environment is expressed through the idea of community. Community describes the people who share a place or common interests and who feel a sense of belonging and responsibility to one another, linking you to the wider social fabric beyond just your immediate surroundings. A neighborhood is mainly about the specific area you live in and doesn't inherently convey a shared identity beyond location. Society refers to the large system of people, institutions, and norms that shape life, focusing on structure rather than your personal sense of belonging. A relationship focuses on connections between individuals, not your overall place within a larger social setting. So, community best captures both belonging and active participation in the wider environment.

6. Which of the following resources can students access for help with gender-based violence?

A. Only police

B. Only teachers

C. School counselors, helplines, safe spaces, and reporting channels

D. Social media groups

When students face gender-based violence, they need resources that are accessible, confidential, and capable of providing both support and action. School counselors offer trained, confidential listening and guidance; helplines give immediate, round-the-clock support and information; safe spaces provide a non-judgmental, secure environment to speak up; and reporting channels ensure concerns are formally recorded and can lead to protective measures and connections to further help. Alternatives like relying only on police or only on teachers miss the ongoing emotional support and structured, confidential guidance these combined resources provide, while social media groups can be unsafe and unreliable for handling such serious issues.

7. What is the ability to focus on something for a period of time?

A. Attention

B. Concentration

C. Mindfulness

D. Focus

Concentration is the ability to sustain mental effort on a task over time, keeping your mind engaged and continuing despite interruptions until you finish or reach a goal. This fits the description because the emphasis is on maintaining focus for a period, not just noticing something (that's attention), being aware of the present moment in a general sense (mindfulness), or simply directing attention toward something (focus). In everyday life and school, concentration means you can stay with a task, filter out distractions, and push through until it's completed. To build it, create a distraction-free study period, set clear goals for each block, and gradually increase the time you work before taking a break.

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8. What is social responsibility and give two practical examples a Grade 10 learner can implement.

A. Personal goal to maximize individual success; examples: studying alone, ignoring neighbors.

B. Obligation to help others and the environment; examples: volunteering, recycling.

C. Concept tied to social media presence; examples: posting memes, liking posts.

D. Legal requirement to pay taxes; examples: organizing debate club, cook-off.

Social responsibility means recognizing that your actions affect others and the world around you, and choosing to act in ways that support people and the environment. It's about an obligation to help the community, not just pursuing personal gain. This matches the idea of helping others and taking care of the environment, with clear, doable steps for a Grade 10 learner. For example, you can volunteer your time at a local charity, school program, or community event—tutoring younger students, helping at a food drive, or assisting with a fundraiser. Another practical way is to focus on recycling and waste reduction—use recycling bins at school, join or organize a school recycling drive, encourage peers to separate their waste, and choose reusable materials to cut down on trash. These actions show how social responsibility can be lived out in everyday life.

9. Which of the following is a set of two consequences of poor body image and one strategy to promote positive body image?

A. Low self-esteem; risk of disordered eating; strategy: celebrate health and function, media literacy.

B. High self-esteem; constant dieting; strategy: compare with others.

C. Anxiety about school; sleep improvement; strategy: exercise.

D. No impact.

Poor body image can affect how you feel about yourself and how you act, often lowering self-esteem and increasing the risk of unhealthy eating behaviors. A solid way to promote positive body image is to focus on health and function—recognizing what your body can do and its strengths—and to develop media literacy, so you can critically evaluate unrealistic beauty standards. This combination directly links a common negative outcome with an effective, constructive strategy to counter it. Other options either describe outcomes not typically tied to poor body image or suggest strategies that aren't helpful, such as comparing with others or claiming there's no impact.

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10. Describe two strategies to prevent non-communicable diseases in daily life.

A. Regular physical activity and a balanced diet; limit processed foods and tobacco

B. Sleep deprivation and junk food

C. Smoking and alcohol abuse

D. Ignoring medical check-ups

Preventing non-communicable diseases through daily lifestyle choices. Regular physical activity and a balanced diet are two of the most effective ways to lower risk factors like overweight, high blood pressure, and insulin resistance. Exercise helps control weight, strengthens the heart and lungs, and improves glucose metabolism. A balanced diet provides essential nutrients while reducing intake of unhealthy fats, added sugars, and excess salt. Limiting processed foods cuts back on those unhealthy components, and avoiding tobacco dramatically lowers the risk of heart disease, several cancers, and respiratory problems. In contrast, choices like sleep deprivation with junk food, smoking and alcohol abuse, or skipping medical check-ups don't reduce risk and can raise it, so they aren't preventive strategies.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://lifeorientationgrade10.examzify.com

We wish you the very best on your exam journey. You've got this!

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