



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**LIFE ORIENTATION
QUESTION BANK
ANSWERS**

SECTION A

- 1.1.1. B✓
- 1.1.2. A✓
- 1.1.3. D✓
- 1.1.4. C✓
- 1.1.5. C✓
- 1.1.6. C✓
- 1.1.7. B✓
- 1.1.8. D✓
- 1.1.9. C✓
- 1.1.10. D✓
- 1.1.11. B✓
- 1.1.12. C✓
- 1.1.13. A✓
- 1.1.14. D✓
- 1.1.15. C✓
- 1.1.16. D✓
- 1.1.17. A✓
- 1.1.18. A✓
- 1.1.19. C✓
- 1.1.20. A✓
- 1.1.21. D✓
- 1.1.22. B✓
- 1.1.23. D✓
- 1.1.24. A✓
- 1.1.25. A✓
- 1.1.26. D✓
- 1.1.27. A
- 1.1.28. A✓
- 1.1.29. A✓
- 1.1.30. C✓
- 1.1.31. A✓
- 1.1.32. D✓
- 1.1.33. B✓
- 1.1.34. A✓
- 1.1.35. B✓
- 1.1.36. B✓
- 1.1.37. C✓
- 1.1.38. A✓
- 1.1.39. C✓
- 1.1.40. B✓
- 1.1.41. B✓
- 1.1.42. D✓
- 1.1.43. C✓
- 1.1.44. B✓

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1.1.87. A✓
1.1.88. D✓
1.1.89. A✓
1.1.90. C✓

- 1.1.91. C✓
- 1.1.92. B✓
- 1.1.93. A✓
- 1.1.94. C✓
- 1.1.95. D✓

[1x95=95]

A

- 1.2.1. True✓
- 1.2.2. False✓ - local or Municipality✓
- 1.2.3. False✓ - campaigns✓

[5]

- 1.3.1. South African Revenue Services✓
- 1.3.2.
 - Flash cards✓- small cards or pieces of paper on which you write key points.✓
 - Mind maps✓- Link information in a logical way that will help you to remember✓.
 - Mnemonics ✓- Something like a word, a sentence or a song that helps you remember✓
 - Summaries✓- Write summaries of your work using key words. ✓
 - Tables✓- Tables help you to organise information in a logical and connected way. ✓
- 1.3.3. Interviews.✓
- 1.3.4. Culture.✓

[5]

B

- 1.4.1 Flexibility ✓
- 1.4.2 The practice among those with power or influence of favouring relatives/family or friends, ✓especially giving them jobs/tenders or positions of authority without the relevant qualifications ✓
- 1.4.3 National ✓

- 1.4.4 Poverty/ increase in crime rate/ additional strain on family/any other suitable✓✓
- 1.4.5 Critically discuss/Evaluate/Justify/ Criticise ✓
- 1.4.6 Scanning ✓

[10]

- 1.4.7 Recycle refers to convert of used resources ✓whilst reduce refer to using less. ✓ You must use less so that you don't have to recycle so much ✓✓

C.

- 1.5.1 True ✓
- 1.5.2 False – An employment contract is binding by law. ✓✓
- 1.5.3 False – It is also the duty of parents/guardians/caregivers/schools to protect minors against the dangers associated with modern communication.✓ ✓
- 1.6.1 C ✓
- 1.6.2 G ✓
- 1.6.3 E ✓
- 1.6.4 B ✓
- 1.6.5 A ✓

[10]

D

- 1.7.1 Employment contract/job contract ✓
- 1.7.2 Volunteering/volunteerism ✓
- 1.7.3 Statutory ✓
- 1.7.4 Lifestyle ✓
- 1.7.5** CCMA (Commission for Conciliation, Mediation and Arbitration)/ Labour Court/Labour Appeal Court/Bargaining Council ✓

[5]

E

- 1.8.1 Circuit training/Obstacle courses ✓
- 1.8.2 The Constitution/The Bill of Rights/The Universal Declaration of Human Rights ✓
- 1.8.3 Olympic Games ✓
- 1.8.4 Local government/municipality ✓

1.8.5 Verbal study style ✓

1 [5]

F.

1.9.1 It allows the body to gradually cool down✓ there by preventing injuries. ✓

- It allows the body to return to normal functioning✓ thereby preventing sore muscles/muscle cramps. ✓
- it slows down the heart rate✓ thereby helping one to get one's breathing rate back to normal/ preventing heart attacks✓

1.9.2 Analysing/ exposing corruption in order to prevent criminal activities from spreading.

- Providing the truth about people from government and other entities such as corporations so that they do not keep their often illegal activities a secret. ✓
- Examining human right \s violations in order to prevent it from taking place. ✓
- Exposing illegal activities/ wrong doing/ hypocrisy by government and other entities so that those involved can be held accountable. ✓
- giving the public a 'head-up' about certain people/institutions who are not obeying the law in order to hold them accountable for their actions ✓
- Raising awareness of human rights violations in order to protect others human rights. ✓
- Uncovering that which others wish to remain hidden so that the truth is revealed. ✓
- Giving a voice to those who cannot stand up for themselves so that human rights violations can be addressed. ✓
- Exposing exploitations/practices that are harmful to individuals and society so that there is a check and balance against the power hungry corporations and governments. ✓

1.9.3 Study strategies are plan to study more effectively in order to achieve one's study goals.

Whereas

- Study skills are methods one uses to remember/ memorise what one has studied.
- 1.9.4 Improve concentration thereby helping one to stay focused/alert for longer.
- Improve memory function thereby enhancing one's intellectual ability.
 - Clear the mind thereby enhancing one's problem solving skills.
 - Make you feel good about yourself thereby preventing negative thinking.

G

1.10.1 Recruitment✓

1.10.2 Propaganda✓

1.10.3 **Possible answers:**

- It aims to address/redress the imbalances of the past where designed groups of the population were disadvantaged in the acquiring of jobs. ✓
- It aims to achieve equity in the workplace by promoting equal opportunities and fair treatment in employment. ✓
- It aims to eliminate unfair discrimination through affirmative action measures. ✓

Any ONE relevant response for TWO marks.

1.10.4 **Possible answers:**

- Promotes national pride. ✓
- Promotes team spirit. ✓
- Creates an interest outside the home and work for citizens. ✓
- Reduces the prevalence of life-style diseases in the country. ✓
- Produces healthy citizens. ✓
- Develops leadership skills. ✓
- Boosts the economy. ✓
- Creates a global platform for interaction. ✓
- Promotes nation building. ✓
- Develops national sporting heroes and role models. ✓
- Provide financial benefits for the country. ✓

- Boosts the tourism industry✓
- Contributes 10 job creations. ✓

Any THREE relevant responses for ONE mark each.

1.10.5 compare/contrast

1.10.6 **Possible answers:**

- Transferable skills are general skills you can use in many jobs. ✓
- Transferable skills are obtained from previous jobs/projects/voluntary ✓work/sport/your home life/hobbies/interests which can be used in other jobs.

H

1.11.1 Investigative journalists✓

1.11.2 Gender imbalance is seen as unequal perceptions/treatment of people based on their gender. ✓

1.11.3 Any one of the following options: Whistle blower/informant✓

1.11.4 Impact study✓

1.11.5 Health:

- It is a general term describing the overall status of a person✓

OR

- Being in good health implies being free of illness or diseases, and not suffering from any impairment or pain. ✓

OR

- A Complete state of physical, psychological, social and mental well-being. ✓

OR

Any other suitable explanation for ONE mark each✓

Fitness:

- Is a measure of the amount of physical capability rather than a measure of well-being✓

OR

- It is a result of physical action✓

OR

- Good physical condition resulting from exercise and proper nutrition✓

Any other suitable explanation for ONE mark each.

1.11.6 It offers clear guidelines for both employer and employee on their roles and functions ✓

- it assists the employer in ensuring that the employee is working within the agreed conditions of service✓
- It outlines working hours and days of work, job description, method and frequency of payments and overtime rates, leave and notice period for ending employment. ✓
- It protects the employee from being exploited or being asked render services that are not within the contract. ✓
- It can be used as a tool to defend any party if there was a breach of contract or a dispute. ✓

I

1.12.1 State THREE benefits of obtaining the National Senior Certificate:

- One can apply for further studies. ✓
- One can apply for a job. ✓
- One develops a sense of achievement and self- satisfaction. ✓
- It motivates one to plan and reach goals. ✓
- It boosts one's self-esteem. ✓
- It makes one more employable. ✓
- It enables one to apply for a bursary. ✓

1.12.2 Any THREE relevant responses for TWO mark each.

- There must be openness and fairness ✓ with regards to finances and appointments. ✓

OR

- There must be no dishonesty, ✓ all business must be done fairly and openly. ✓

1.12.3 Any THREE relevant responses for ONE mark each.

- Manage themselves responsibly. ✓
- Manage their finances/ budget. ✓
- Manage their time. ✓

- Meet people of diverse backgrounds. ✓
- Develop self- maturity. ✓
- Apply problem-solving skills and not depend on parents. ✓
- Discover own potential. ✓
- Could lead to personal growth. ✓

1.12.4 Petition/ memorandum✓

1.12.5 Complete the following sentence:

The term “endurance’ as used in a physical fitness activity refers to the ability of the muscles to function actively over a long period of time. ✓

[10]

J

1.13.1 Body mass index (BMI) ✓

1.13.2 Breach of contract✓

1.13.3 Admission point score (APS) ✓

1.13.4 Cost/income/wage/salary/affordability/money✓

1.13.5 Study plans/study timetable✓

**[5
1]**

SECTION B

CAREER AND CAREER CHOICE

BATCH 1

2.1 Marks should be awarded as follows: ONE mark ✓ for the labour law and TWO marks ✓✓ for a well-explained answer.

The relevant labour law:

- The Basic Conditions of Employment Act (BCEA), 75 of 1997 ✓

AND

- It is relevant to the scenario in that the employer is contravening the law which...
- Regulates/ensures that the remuneration of workers and the job contract is according to the labour law, ✓ thereby protecting workers from being underpaid as indicated in the scenario. ✓
- Makes rules and regulations about the rights of workers to fair labour practices ✓ thereby holding the employer accountable to comply with the regulation and not do 'as he sees fit'. ✓
- Allows for workers and employers to settle arguments and disputes outside of court ✓ thereby promoting labour peace and fair labour practices. ✓.

2.2 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

The trade union representatives/shop stewards could...

- Assist/represent co-workers in grievances/labour disputes ✓ and in this way they may ensure that employers are held accountable for any unfair labour practices. ✓
- Ensure that proper reporting procedures for co-workers are in place ✓ so as to enable them to report unfair labour practices without the fear of intimidation/loss of jobs. ✓
- Encourage co-workers to familiarise themselves with their employment contracts ✓ as this may ensure that they may be aware when their rights are being violated. ✓
- Use mass media such as social media/radio/television/newspapers etc. ✓ to inform and update employers and workers on labour regulations. ✓
- Encourage co-workers to join trade unions through advocacy meetings ✓ so that they may be represented by a trade union if needed. ✓
- Create awareness on the role of trade unions, i.e. the policies and services that are available to members ✓ so that they may know where to get advice/assistance. ✓
- Check whether employers are keeping to the law by the way they treat their workers ✓ in order to help avoid possible strike actions by workers. ✓
- Get the relevant information regarding disputes from their employers ✓ which may allow the representative to assist/represent co-workers with labour issues ✓

2.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

The Employment Equality Act allows for...

- Affirmative action which addresses injustices experienced by disadvantaged groups in the past ✓ and in this way it eliminates past unfairness. ✓
- Unfair discrimination to be eliminated ✓ so that it creates equal opportunities in employment for all people. ✓
- The right to take your grievance to the various labour platforms ✓ so that the unfairness is addressed and taken up with the relevant parties. ✓
- The law to make right a current wrong ✓ so that unfair labour practices may be eliminated. ✓

2.4 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Possible responses could be:

- Many workers may not understand their rights ✓ and as a result, they are vulnerable to exploitation by the employers. ✓
- Many workers are living and working in social isolation (away from the broader community) ✓ and they may therefore not be aware of their rights. ✓
- There is often no formal job description or employment contract between employers and their workers ✓ hence the workers may be exposed to unfair labour practices. ✓
- Some workers might be illegal immigrants who may be desperate for money ✓ and therefore they may accept any job for a low salary. ✓
- Many people are living in poverty ✓ which may force them to accept unfair labour practices/any working conditions to improve their standard of life. ✓
- Many workers may not know about the National Minimum Wage/National Minimum Wage Act ✓ therefore employers continue to underpay them. ✓

2.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could include:

- Employers undergoing/attending regular training on labour laws ✓ since employers may then be continually up skilled on how to deal with labour matters. ✓
- Labour law training of employers by experts in training and labour law ✓ since this may ensure that the content and the necessary learning is successfully passed onto employers to successfully implement the laws. ✓

- Regular up skilling of departmental officials who monitor employers ✓ thereby ensuring effective compliance by employers to the law. ✓
- Exposing workers to surveys on a regular basis on the implementation of the labour laws in the workplace ✓ thereby ensuring that any unfair labour practices by employers are detected and addressed at an early stage. ✓
- Getting practical systems in place to monitor the implementation of labour laws in the work place ✓ thereby ensuring that employers may follow labour regulations more strictly.
✓ Regularly assessing the quality of inspections done by labour officers in the work place ✓ so that corrective measures could be put in place to ensure that these inspections lead to more effective implementation of the labour laws in the work place. ✓
- Having regular publications/distribution of information on labour laws that may be easily accessible to employers ✓ and in this way employers may always be aware of the labour laws. ✓
- Having self-evaluations done by employers ✓ in order for them to regularly examine whether their labour practices comply with the labour laws. ✓
- Ensuring that enough fieldworkers are employed/deployed by the Department of Labour to do regular and proper monitoring on labour practices in the workplace ✓ which may ensure that employers will not compromise on labour laws in any given situation. ✓

[13]

BATCH 2

2.1 Marks should be awarded as follows: ONE mark each ✓ for each of the THREE responses.

- Involve learners in community projects that address social issues. ✓
- organise open days in partnership with community based organizations focusing on social services in which learners could be involved in. ✓
- Inspire learners to do volunteering in their communities after school/during holidays/weekends. ✓
- Encourage job shadowing with local social entrepreneurs. ✓
- Invite local social entrepreneurs to be guest speakers. ✓
- Work closely with key organisations in the community so that learners may have easy access to work with those organisations. ✓

- Include parents in career days/meetings to raise awareness on the viability of social entrepreneurship. ✓
- offer subjects /workshops/ training ✓

2.2 Marks should be awarded as follows: ONE mark ✓ for the challenge and ONE mark ✓ for how to deal with it.

Young entrepreneurs may...

- have to use their own money/funds to start up the service/business; ✓ they could...(any ONE of the following)
- Do part-time jobs/community work/informal jobs to save money for the resources they may need. ✓
- Apply for funding from organisations (e.g. National Youth Development Agency, NYDA) that help young/upcoming entrepreneurs. ✓
- Work with what they have instead of creating debt. ✓
- Seek financial help from family/friends. ✓
- Not be able to pay rent for a premises from where they could offer their services ✓ but they could choose to do something that may not initially require a stable premises. ✓
- Not be able to afford security mechanisms to protect their premises/products from possible criminal activities in the community ✓ but could get unemployed family members/friends to assist in helping to monitor activities in and around the property/network with businesses in the vicinity to provide support. ✓
- have to deal with family/friends/community members who may want free services/do business on credit ✓ but they must be firm and develop a business-like mentality in order to sustain their businesses. ✓
- Not have the skills to manage their income/profits and expenses ✓ but they could approach experienced people in the community to train them on financial management. ✓
- Not have the security of a stable income ✓ but they could always plan ahead to ensure that their finances cover for the periods of less income. ✓
- Not be able to employ helpers as they may have no funds to pay them ✓ but they could ask volunteers to assist them. ✓

2.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Becoming an entrepreneur could...

- Enable you to assist young people to gain the necessary skills to also become entrepreneurs ✓ which in turn may encourage them to transfer skills to others in their community so that each one could teach one. ✓

- Give you the opportunity to offer jobs to young people in your community who are unemployed ✓ which may assist them to provide for their own basic needs instead of having to depend on others/begging on the streets/help them to promote their quality of life. ✓
- Enable you to give young people in your community an opportunity to gain experience through voluntary work, ✓ which may make them more employable/prepare them better for job opportunities. ✓
- Give you the social power to have a positive influence on the behaviour of other young people in your community ✓ also have the urge to create jobs for themselves. ✓
- Help you serve as an inspiration to young people in your community ✓ so that they may then want to seek employment/fend for themselves/start their own business. ✓

2.4 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

- Social media platforms could be used to ...
- Help connect you instantly with friends/family who may link you to possible jobs in your field of study ✓ thereby giving you quicker results to possible job opportunities. ✓
- Make you more approachable/reachable to prospective employers ✓ since more and more employers use these platforms as search engines to find suitable candidates for a job. ✓
- Immediately present your skills/knowledge/attributes to companies/ prospective employers ✓ and in this way you are more likely to get a quicker response from possible employers. ✓
- Give you access to valuable information of companies that you could use in your interviews ✓ which may place you in a better position than other candidates to get the job. ✓
- Connect you to business sites where you may see posts related to your career interests ✓ which may link you to jobs appropriate to your attributes. ✓
- Offer you options to join networks of employment-related groups, e.g. LinkedIn ✓ which is a faster way for prospective employers to track you. ✓
- Give you an opportunity to write posts to all your social media contacts informing them that you are job hunting ✓ and in this way you may create a greater network of people helping you to find a job. ✓
- Help you find possible job opportunities faster ✓ which may reduce the time spent searching for a suitable job. ✓

2.5 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

2.5.1 As a young worker, being passionate...

- Helps you to persevere/persist/not give up easily on the challenges you may experience in the workplace ✓ thus enabling you to solve complex problems that may arise. ✓
- Gives you an internal drive to learn/grow/to compete with yourself/master any work project, ✓ which may help you to not solely rely on external factors/forces to ensure work success/to rely on your own desire to succeed
- About a specific cause normally energizes/fuels you ✓ which in turn gives you the inner strength to push harder to succeed in your endeavours and go beyond expectations. ✓
- Enables you to outpace your colleagues/peers ✓ in order to achieve a desired goal such as being promoted/awarded for outstanding work. ✓
- Drives you to try things that so many others didn't/do not dare to try ✓ thereby taking risks to pursue what seems to be impossible/not feasible/viable/achievable. ✓
- Gives you the courage to act despite your fears to possibly fail in a given task ✓ because you believe in what you are doing and this motivates you to succeed. ✓
- ensures that you enjoy what you do ✓ which in turn results in better productivity/work satisfaction ✓

AND

2.5.2 As a young worker, being creative helps you to...

- Think out of the box ✓ thereby always finding innovative solutions to work-related challenges where others may not see any. ✓
- Develop different thinking patterns/processes/routines ✓ leading to possible new inventions/ideas/concepts. ✓
- Find new ways to differentiate oneself from co-workers ✓ thereby enabling you to develop/offer services that are unique to the clients. ✓
- Easily adapt to a world that changes rapidly, ✓ thereby finding solutions to a company's most pressing issues while others may only focus on the problems. ✓
- Think the unthinkable/cross the boundaries of the usual/normal way of doing things ✓ which makes you more versatile/nifty/resourceful than other workers. ✓
- Integrate/combine/merge different ideas, ✓ thereby creating solutions that may better suit the needs of clients. ✓

[15]

BATCH 3

2.1 Marks should be awarded as follows: ONE mark each ✓ for TWO responses.

Possible answers could be:

- Students may be under the impression that funding like bursaries and student loans will be readily available ✓
- Students apply to universities and receive a student number , placing them under the impression that funding will be made available ✓
- They may believe that due to their poor socio-economic status, they might be excluded from paying tuition fees. ✓
- Some students may think that it is the responsibility of the government to finance their studies. ✓
- The media may create a misconception that education across all levels is free. ✓
- Students may have a lack of skills to plan and budget for all aspects of their higher education studies. ✓
- Students may have not received proper guidance at school on how to access funding for higher education. ✓
- Poor prior planning for higher education. ✓
- Students might get reassurance from parents/guardians that they will be able to cover the tertiary education expenses. ✓

2.2 Marks should be awarded as follows: ONE mark each ✓ for THREE responses.

Possible answers could be:

- Institutions may not release the results of students with outstanding debt. ✓
- Students may drop out of tertiary institutions and not complete their qualification. ✓
- They might resort to unacceptable and immoral behaviour to generate money for their studies (for example prostitution, drug dealing and crime). ✓
- Debt increases due to the accumulation of interest and makes it almost impossible to repay the initial debt. ✓
- Students may acquire a bad debt record (blacklisted) with financial institutions. This may impact on employment opportunities. ✓
- When entering the job market, earnings are spent on debt repayment. ✓
- It limits spending on other necessities such as food and transport. ✓

- Causes emotional stress as it restricts funds for enjoyment. ✓

2.3 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

- Institutions will be able to assess their capability regarding the number of students they may accommodate ✓ in terms of available resources. ✓
- Information gathered in such studies can be presented in a university's prospectus, ✓ clearly outlining the number of available spaces for students. ✓
- The impact studies will also assist the universities to be transparent about their available resources ✓ to cater for students' needs. ✓
- Such studies will assist the universities to plan in terms of required staffing ✓ in relation to the number of students in each faculty. ✓
- It will provide the universities with a clear indication of the number of students it can house ✓ in the university accommodation. ✓
- It will assist universities to plan an effective transport system ✓ for students housed in off-campus residences. ✓
- If universities make the information gathered through impact studies available for public knowledge, ✓ it may eliminate unrealistic expectations from students as to what the university can offer. ✓

[9
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BATCH 4

2.1 Marks should be awarded as follows: ONE mark each ✓ for TWO responses.

Possible answers:

- They have little work experience, which is generally unacceptable to employers. ✓
- This young people lack strong social networks or social skills that allow them to source job opportunities. ✓
- They tend not to have sufficient financial resources to enable mobility to areas where there is a demand for labour. ✓
- Their qualifications do not match prospective employers' needs. ✓
- They prefer only certain types of jobs to others. ✓

- Many of the youth who enter the education system do not get the chance to continue their education, mainly due to limited resources. ✓
- Many youth do not get necessary guidance from parents and family members and end up doing whatever they think is right. ✓
- Due to lack of information sharing many are not informed about the work being done by different organisations and as a result miss out on opportunities access jobs. ✓
- Inadequate infrastructure in rural areas encourages youth to migrate to urban areas intensifying the problem of unemployment while leaving many potential opportunities for growth in rural areas untapped. ✓
- Owing to globalisation, most companies' profit depends on low operational costs, hence employers often hire the minimum number of workers to maximize the profit. ✓
- Some are school/university drop-outs who are unable to present a qualification when seeking a job. ✓

2.2 Marks should be awarded as follows: ONE mark each ✓ for THREE responses.

Possible answers:

- Career guidance ✓
- Job database ✓
- Database of job seekers ✓
- Coaching ✓
- Skills training ✓
- Funding for Entrepreneurship ✓
- National Youth Fund Programme ✓
- Job placement ✓
- Youth volunteering ✓
- Mentorship youth cooperatives ✓
- Internships ✓
- Learnerships ✓

2.3 Marks should be awarded as follows: TWO marks each ✓✓ for TWO responses.

Possible answers:

- It leads to huge financial costs to the government ✓ because they have to pay the unemployed some benefits (UIF). ✓
- The greater the number of the unemployed or the longer they are without work ✓ the more money the government has to spend. ✓
- There is a decrease in the spending power of an unemployed person and his/her family, as they would now rather save than

spend their money, ✓ which in turn affects the economy adversely. ✓

- The spending power of the employed also decreases and increased taxes and insecurity about their own work may motivate them to spend less than before ✓ thus affecting the economy in a negative manner. ✓
- With the increased rates of unemployment other economic factors are negatively affected, ✓ such as the income per person/health costs/quality of healthcare/standard of living and poverty. ✓

2.4 Marks should be awarded as follows: TWO marks each ✓✓ for THREE well-explained responses.

Possible answers:

- Volunteering gives you experience as most employers want workers who have workplace experience. ✓ This type of experience is of value as it shows employers that you can manage your time/complete your tasks/get along with others/make a commitment. ✓
- You learn new and transferable skills as volunteering gives you a chance to build on skills you already have and helps you to develop new ones. ✓ In this way you constantly acquire skills that could be transferred to various job situations. ✓
- Volunteering expands your network as it gives you the chance to meet new people. ✓ BY sharing your career ambitions with other volunteers they might be able to introduce you to other job opportunities. ✓
- When you are considering choosing a career direction or thinking about a career change, volunteering gives you a chance to explore different occupations and industry sectors. ✓ In this way you get to know the people/challenges/rewards involved and gain a better understanding of the roles and jobs available. ✓
- Volunteer experience in a specific field or industry may make your CV stand out when you are competing for a job or applying for a job in that field. ✓ It enhances your chances of being accepted into the same field of work. ✓
- Volunteering builds your confidence as it helps you to feel active/useful/productive doing something while searching for a job. ✓ Maintaining your confidence is especially important if you have been unemployed for a while, as you will be motivated to search for a job. ✓
- Knowing your skills/accomplishments/interests/values is the foundation of career success. ✓ Hence, volunteer experience can be a good way to learn more about yourself/your potential to grow and develop. ✓

- Volunteering can also expose your skills and knowledge to potential employers. ✓ In this way you spend less time searching for a job. ✓
- Volunteering exposes you to potential workplaces ✓ thus giving you insights into what the world of work entails and an opportunity to assess whether this will be a suitable work environment. ✓

[15]

BATCH 5

2.1 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

A possible answer could be:

- The committee appeared not to be aware of Steven's disability ✓ and were
- Not prepared to employ someone with a disability. ✓

2.2 Marks should be awarded as follows: TWO marks ✓✓ each for TWO well-explained responses.

A possible answer could be:

- People with disabilities want to be viewed with dignity and respect ✓ and are afraid of the stigma attached to their disability if they inform the company beforehand. ✓
- They feel that employers would consider them as a liability ✓ and may not want to consider their credentials. ✓
- They do not want to be employed because of their disability. ✓ They want to be considered for their competencies and qualifications. ✓
- They do not want to feel that someone is doing them a favour/ or that someone is feeling sorry for them because of their disability. ✓ They want to get the job on their own merit. ✓

2.3 Marks should be awarded as follows: ONE mark for identifying the labour law ✓ and TWO marks for the proof of that labour law. ✓✓

Possible reasons could be:

- Steven is protected by the Employment Equity Act, ✓ which states that employers must not treat an applicant less favourably because of his disability. The Act also states that applicants can

decide whether or not to disclose a disability when applying for a job. ✓✓

- Steven is protected by the Bill of Rights, ✓ which protects all people from being discriminated against irrespective of their disability. ✓✓
- Steven is protected by the Labour Relations Act (LRA), ✓ which safeguards people in the workplace from being discriminated against because of their disability. ✓✓

2.4 Marks should be awarded as follows: TWO marks ✓✓ each for THREE well-explained guidelines.

Possible responses for guidelines:

- When advertising positions the recruitment committee should refer to their employment equity policy or values and indicate their position on affirmative action. ✓✓
- When advertising positions, employers may state that preference will be given to members of designated groups. ✓✓
- Ensure that the information received from job applicants focuses on the requirements of the job and does not result in indirect unfair discrimination. ✓✓
- When short-listing, an employer could include applicants from designated groups who meet most but not all the minimum requirements. ✓✓
- The interview committee should be sensitive, objective and unbiased towards people with disabilities. ✓✓
- They should ask applicants to indicate how they would accomplish the inherent requirements of the job and how they needed to be accommodated in the work environment in order to fulfil the requirements of the job. ✓✓
- Employers should seek guidance from the Code of Good Practice on the Employment of People with Disabilities and the Technical Assistance Guidelines on the Employment of People with Disabilities. ✓✓

[15]

BATCH 6

2.1 Marks should be awarded for the following: TWO marks ✓✓ for a well-explained response.

Possible answers could be:

Learners may...

- Not be able to find placement for other courses due to unavailability of space in their planned courses ✓ and this may force them to choose a course that may not suite their interests/abilities ✓
- Have to rewrite some subjects so as to improve their Admission Point Score (APS)/results and this may cause a time delay in applying ✓ hence forcing them to reapply for the next academic year/semester ✓
- Be forced to do a different course with lower credits because of a lack of other more suitable options ✓ hence they may receive a lower qualification than what they originally planned ✓
- Have to opt for a bridging course ✓ which will extend the duration of their studies/to ensure placement in their desired course for which they did not qualify ✓
- Face financial challenges ✓ due to lack of funding as a result of non-acceptance/extension of the duration of the intended study course ✓
- Have to consider another career/course ✓ as opportunities in their original plan are no longer available ✓
- Find themselves unemployed ✓ due to lack of qualifications ✓
- Lose out on financial aid that was promised based on internal exam results e.g. preliminary results/trial exams ✓ and thus may have to fund their own studies in another course ✓
- Have to go through the stress of re-applying/selection process again ✓ as they now have to be considered for another course of study ✓
- Experience emotional and psychological challenges ✓ as they may be demotivated/ discouraged and may sit at home/not consider other options ✓
- Register with unaccredited institutions ✓ and do a course that is not recognised/and waste money ✓

2.2 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

Unsuccessful applicants could consider...

- **Online/distance studies** in their intended field of study ✓ for which they may receive credits when accepted the following year for full time studies ✓

- Taking **personal growth courses/short skill courses** ✓ that may improve their academic skills/chances to get accepted for their intended course of study/suitable job opportunity ✓
- Applying at other types of tertiary institutions such as **TVET/private colleges**, etc. ✓ which may broaden study opportunities that may better suit their intellectual capacity ✓
- A **learnership /apprenticeships** ✓ that may lead to a more formal qualification in their preferred study field ✓
- Doing **part-time jobs** ✓ in order to save money for their tertiary studies/gain suitable experience in their desired study field ✓
- **Entrepreneurship** in their career field ✓ as a way of staying focused on their career goals/building a required skill set in that career field/saving money for tertiary studies ✓
- Starting **on-line businesses** in their career field in which they render a service for monetary compensation ✓ that could be used towards paying for short course studying/next year's studies ✓
- Taking a **gap year** in which to explore other career opportunities ✓ that may assist them in being successful in their applications the next year ✓

2.3 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

Possible **implications** may be that prospective students may...

- Be **forced to work harder to compete for a space** as only the best academic performers will be selected for specific courses ✓ so it may be difficult for them to be selected for any course of study ✓
- Faced with **overcrowded lecture halls** as more students will have access to higher education ✓ and this could negatively impact on learning and teaching in a noisy and congested environment ✓
- Experience **frustration with regards to the registration process/finding accommodation/access to resources** due to a larger number of students that tertiary institutions may now have to accommodate ✓which may lead to increased levels of stress for them ✓
- Receive **poor quality education** due to a lack of human resources/financial resources/physical resources putting strain on the university/lecturers because of the large number of students they have to cope with ✓ and hence you may not be adequately prepared for the workplace/post graduate studies ✓

- Be exposed to **conflict/protests** as those students who do not qualify for free education may feel that they are unfairly treated/discriminated against because only a certain group of students are able to be accommodated ✓ and this may lead to tension and disunity amongst themselves ✓
- Be under **extra pressure to excel** in order to consistently maintain good academic results to qualify for free education ✓ and this may cause strain on their mental/emotional/social well-being ✓
- Be faced with **stricter regulations/rules** if they want to **change courses** because money has already been allocated for their first choice of study ✓ and hence they may be stuck with a course that they have no interest in. ✓
- Have to **pay back the funding that they received should they fail/quit** their studies ✓ and this may cause them to get the money through illegal means/crime/load sharks ✓
- **Devalue higher education** ✓ because they may then see it as an entitlement and take it for granted ✓
- **Be less competitive at school** ✓ as they no longer see the need to perform excellently to be accepted ✓

[8
1

BATCH 7

2.1 Marks should be awarded for the following: ONE mark for the principle ✓ and TWO marks for ONE well-explained responses.

Possible answers could be:

- **Punctuality**; ✓ it is expected of the worker to meet deadlines ✓ but the worker did not comply/complete a project that was due the previous day ✓
- **Responsibility**; ✓ one has to fulfil one's duty and take responsibility for one's actions ✓ but the worker did not fulfil his duty ✓
- **Organisation/time management** (✓) it is expected of one to manage time and prioritise work ✓ but the worker was not able to do so ✓
- **Reliability/dependability** ✓ a worker should be trusted to do or provide what is needed ✓ but the worker could not be relied upon.
- **Productivity** ✓ one must be able to show what one has done for the time allocated for a project ✓ but the worker was not able to do so ✓

- **Attitude/respect/professionalism** ✓ one must have a positive attitude towards ones job and employer ✓ in this scenario, the worker's attitude was self-centred/challenging towards his employer
- **Adaptability/flexibility** ✓ one should be able to balance work and personal life ✓ the worker could not adapt to the demands of his job and personal life ✓
- **Subordinate/subservience** ✓ it is expected of an employee to obey instructions ✓ in this case the employee showed a bad attitude by speaking in the manner that he did to his employer, e.g. 'it's just not convenient...' ✓

2.2 Marks should be awarded as follows: TWO marks each ✓✓ for ONE well-explained responses.

Possible answers could be:

The trade union will...

- Represent this worker in a disciplinary hearing ✓ against unfair dismissal/ labour practice/discrimination/abuse/ but not protect him in his wrongdoing ✓
- Act as a mediator to solve the problems ✓ and listen to both sides ✓
- Defend him if he has good grounds for a dispute ✓ by mitigating his case ✓
- Plead for leniency based on procedural grounds ✓ that relates to employees being given training to develop new skills and knowledge to execute duties effectively ✓

2.3 Marks should be awarded as follows: TWO marks ✓✓ for ONE well-explained responses.

Possible answers could be:

- Listening with empathy ✓ in order to take other's feelings, needs and concerns into consideration ✓
- Listening carefully/paying attention/showing interest ✓ in order to show your acknowledgement of others ✓
- Using positive body language ✓ in order to make the other person feel valued ✓
- Avoid interrupting others ✓ in order to allow others to express themselves ✓
- Avoid laughing and teasing people when they share their feelings and opinion ✓ in order to show our respect and validation of others ✓

- Clearly and appropriately expressing your own views/feelings/beliefs or attitudes✓ so that the other person can understand your viewpoint✓
- Respecting the feelings/beliefs or attitudes of others ✓ so that others can feel included and considered ✓
- Using 'I-messages' ✓ in order to avoid blame shifting/judging others✓
- Communicating on a human level✓ as relationships are more important than beliefs✓
- Checking you attitudes and values✓ in order to allow others to express themselves✓
- Checking the assumptions/intentions or feelings of oneself and others ✓ so that misunderstandings can be avoided ✓

2.4 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

- The job contract clearly states the duties of the worker✓ therefore an employer is within his right to insist the work is done as the job contract stipulates✓
- The worker is bound to perform his/her stipulated duties without any valid excuses✓ therefore the employer can give a warning or dismiss the employer✓
- Workers have duties and responsibilities towards their employers as set out in the job contract✓ therefore the employer can take disciplinary actions even though the worker belongs to a trade union✓
- Workers should obey all lawful and reasonable instructions from their employers✓ otherwise the worker is in breach of the job contract✓

2.5 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

The young worker could have...

- Spoken to the employer about extending deadlines✓ so that the employer could have been aware of possible delays ✓
- Informed the employer about any challenges which might have prevented him from reaching the deadline✓ so that the employer could take preventative measures ✓

- Put in extra work time before the deadline✓ to show his commitment/dedication to get the job done✓
- Asked his colleagues for help to complete the work/advise on how to cope with workplace demands✓ to show that he is willing to learn from others✓
- Approached people he trusted/asked for a mentor to share his concerns about not coping with his workload✓ thereby showing that he aimed to find a healthy balance between work and personal demand✓
- Requested support/development/training/retraining from human resources department/supervisor/manager✓ so that he would have been capacitated/empowered to fulfil his duties effectively✓
- Asked to be included in an employee wellness programme ✓ to help him deal/cope with his personal issues ✓

[15]

BATCH 8

2.1 Marks should be awarded as follows: ONE mark ✓ for the definition and TWO marks ✓✓ for a well-explained answer.

Possible answers could be:

Interpersonal skills are those skills that...

- We use every day when we communicate and interact with other people, both individually and in groups ✓
- Enable us to work well in a team or group, or with other people in general ✓
- Assist us to communicate effectively with others, either verbally or through body language ✓
- Form the foundation for good working and social relationships ✓

AND

It is important for employers to know that a worker...

- Can relate well to co-workers in the organization✓ since effective communication between workers or with customers/clients is essential to the effective functioning of the organization in general✓

- Will be able to build good relationships with others✓ so that it could impact positively on productivity in the work place✓
- Knows how to interact with others✓ as people with good interpersonal skills are often more successful in their work✓
- Is emotionally intelligent or mature enough/able to understand and manage their own emotions and those of others✓ as the way they deal with issues may impact either positively or negatively on their work✓
- Will be able to work well in a team or group✓ as it is important for all workers in a company to share their skills with one another✓
- Will be able to consider the views of others✓ as solving complex problems may require more than one mind✓
- Will be able to learn from and provide support to team members✓ so that they are all able to work towards a common goal✓

2.2 Marks should be awarded as follows: ONE mark each ✓ for each response

Possible answers could include:

Taking ownership of finding a job may make young people realize that...

- Personal effort and dedication to find a job is the only sure path to a secure and successful working life ✓
- They are not entitled to jobs being delivered to them on a platter, but that they have to actively search for what they desire✓
- If they don't take quick action to find a job, then it may take them longer to get employed✓
- They need to be pro-active in their job searching if they want to find the job they really want✓
- They should never leave their future or success of finding a job in the hands of others who may not be as serious about finding them a job✓
- There are many ways in which jobs are advertised by companies so they have to be knowledgeable about job hunting skills✓

2.3 Marks should be awarded as follows: TWO marks for a well-explained response

Possible answers could include:

You could be regarded as highly productive by...

- Being consistent in your daily work attendance/daily work/your results✓ and in this way you will prove to the employer that you can be relied on and trusted to complete tasks✓

- Always looking for ways to improve and not relying on past accomplishments/successes✓ thus proving to the employer that you have the potential to take the company to greater heights✓
- Setting goals for yourself beyond the ones set by your supervisor✓ so that the employer realizes that you are willing to go beyond the call of duty✓
- Ensuring that your job performance compares well with those of our peers✓ which will confirm that you are an asset to the company✓
- Ensuring that you exceed the employers expectations✓and this may show that you are willing to add more value to the business and its customer✓
- Not taking longer tea or lunch breaks than what is permitted✓ as this may prove that you are dependable/loyal worker✓
- Spending most of your time at work with top performing colleagues✓ as this may show your desire to learn from others and to excel in your field of expertise✓
- Completing tasks on time✓ which may prove to your employer that you are a responsible worker✓
- Not loitering during work time, e.g. wasting time on social media✓ as this may show your commitment to your work✓

2.4 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses

Possible responses could be:

Youth unemployment may...

- Steer young people towards all kinds of criminal activities✓ and this may become an acceptable way for them to deal with the boredom they experience from day to day✓
- Tempt young people to get involved in the abuse of drugs/alcohol✓ which may fuel other unlawful activities like breaking and entry/sexual abuse/physical assault/killing of other vulnerable and innocent people in their communities✓
- Cause tension/frustration amongst family members where too many people in one household are dependent on a single breadwinner✓ which may lead to family breakdown/conflict in households and this may further trigger conflict situations with others in the community✓
- Alienate/estrangle unemployed youth from their friends, family and community members because of their inability to live in harmony with them✓ which may lead to increased homelessness/cause more young people to end up on the streets✓
- Contribute to the social tension/hostility/anguish experienced on a daily basis✓ and this could lead to senseless acts of

violence in communities if the youth act out their frustrations on others✓

2.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses

Possible responses could be:

Skills programmes could assist in reducing youth unemployment in that it...

- Links classroom and real work place activities✓ which may allow young people to acquire proper work experience and making it easier for them to be employed✓
- Equips young people with essential work place skills✓ which address relevant skills shortages in the country and thereby making the youth more employable✓
- Offers young people a small income/stipend/remuneration/financial compensation while they study✓ which may offer some relief to their financial needs as it serves as a temporary employment✓
- Ensures that the training matches the needs of companies/industries thereby producing appropriately skilled young people for the job market which gives them an edge over other job seekers✓✓
- Is being constantly updated with the changes in technology/work practices✓ thereby equipping young people with the required 21st century job skills, making it easier for them find employment✓

[17]

BATCH 9

2.1 Marks are awarded as follows: ONE mark for mentioning the relevant labour law application to the extract and TWO marks depending on the explanation offered by candidates

LABOUR LAW		EXPLANATION
The	Labour Relations Act (LRA) ✓	This act stipulates a framework for good working relationships between the employer and employee ✓
	OR	This Act makes the rules for the relationship between the employer and an individual or group of employees ✓
OR	AN	Employer or employer's organisations and a trade union and employee and trade union. ✓
		This extract shows the lack of communication on the duties and functions of the employees ✓
OR	Basic Conditions of Employment Act (BCEA) ✓	The act regulates/ensures that working/live-in conditions of the worker, remuneration and job contract is of a minimum/acceptable standard ✓ preventing domestic workers from exploitation.
	OR	This Act stipulates legal requirements with regard to the number of hours an employee is supposed to work each week, over-time hours, meal-breaks, shift work, annual leave, family leave, maternity leave, notice of termination of employment and remuneration. ✓
OR	AND	The extract describes the unhealthy live-in condition of domestic workers, unfair payment and working hours. ✓
	OR	The extract also shows the employee performing duties outside of the contract of employment. For example, massaging the employer. (✓)
OR	Sectoral Determination ✓	Applies to all domestic workers with regards to minimum wages and working hours ✓
	AND	The extract describes the unhealthy live-in condition of domestic workers, unfair payment and working hours ✓

2.2 Marks are awarded as follows: TWO marks each for the THREE well-explained responses.

It appears that the labour laws are not being effectively adhered to for domestic workers in South Africa by some employers. Three possible reasons may include:

- Many domestic workers may not know or understand their rights ✓ and are vulnerable to exploitation. ✓
- Many domestic workers are living and working in social isolation (away from family and friends) ✓ and they may therefore not be aware of their rights ✓
- There is often no formal job description or employment contract ✓ hence they are exploited to do any job that the employer wishes ✓
- Illegal immigrants may not be formally registered and may be desperate for money ✓ and therefore accept any job without proper contracts/with a low salary ✓
- Department of Labour does not have accurate data of domestic workers ✓ and this sometimes makes it difficult to monitor their rights/intervene when necessary ✓
- Poverty ✓ may force some domestic workers to accept any working conditions ✓
- Lack of active participation of unions ✓ and those rules are not followed ✓
- Lack of reporting strictures ✓ therefore leading to exploitation of workers ✓

2.3 Marks should be awarded as follows: ONE mark for each of the THREE recommendation's AND ONE mark for showing how each of these recommendations could improve the lives of domestic workers

The following recommendations could protect the rights and improve the lives of domestic workers:

The unions could...

- Educate members on their rights ✓ and in this way employers can be made accountable for the employment conditions ✓
- Ensure that proper reporting procedures and systems (e.g. hotlines) are in place ✓ this will enable domestic workers to report without fear of intimidation or loss of jobs ✓
- Ensure that domestic workers who are illiterate are encouraged to show their contracts to people that can explain it to them ✓ as this will enable them to know what they are signing for and committing to ✓
- Use mass media such as radio, television, newspaper etc. ✓ to create awareness in employers and employees on their rights ✓

- Encourage domestic workers to join the union through advocacy meetings in places where they could be reached e.g. villages, churches, and through social workers✓ this will create awareness of the roles of the unions and services which they will be available to them as members ✓
- Create awareness on the role of the union, their policies and services that will be available to members✓ so that they know where to get advice and assistance e.g. breaking a contract (by both domestic workers and employers) is illegal✓
- Use collective power✓ to influence decisions regarding working conditions of the domestic worker ✓
- Intervene in wage bargaining✓ to ensure that domestic workers have a living wage✓
- Set standards ✓ in relation to job terms and conditions ✓
- Help to develop the human potential of its members ✓so that they can be empowered to bargain on their own✓
- Organise domestic workers✓ so that they can raise issues collectively✓
- To represent domestic workers at disciplinary hearings✓ to give them support and advice ✓

[15]

DEMOCRACY AND HUMAN RIGHTS

BATCH 1

3.1 Marks should be awarded as follows: TWO marks each ✓✓ for THREE well-explained responses.

Possible answers could be:

- If a student has any grievance ✓ it should be communicated via the elected student bodies on campus. ✓
- Use student meetings/gatherings as a platform ✓ to communicate their concerns✓
- Students should express their views and feelings in a peaceful manner, ✓ without intimidation and violence. ✓
- Students can turn to the media to voice their concerns, ✓ thus influencing other students to peacefully join their cause. ✓
- Postings on social media should be done responsibly ✓ so as not to incite hate-speech and infringement on other students' rights. ✓
- Draw up a petition to gain support from other students ✓ instead of resorting to violence to influence their support. ✓
- Organising and participating in peaceful demonstrations ✓ may foster mutual respect and unity amongst students of different cultures and backgrounds ✓

BATCH 2

3.1 Marks should be awarded as follows: ONE mark each ✓ for TWO responses.

Possible answers could be:

- Increase the participation of women in football. ✓
- Correct gender disparity in football ✓
- Include female representivity in football ✓
- Promote female leadership in football ✓
- Develop female role models in football ✓
- Give women a voice in FIFA ✓
- Improve the status of football for women ✓
- Secure the future of the game for women ✓
- Change society's perception that football can only be managed by men ✓
- Seeks to provide a platform for open and honest debate ✓
- Improve the organisations' support for women in sport ✓

3.2 Marks should be awarded as follows: ONE mark each ✓ for THREE responses.

Possible answers could be:

- In most societies football was traditionally perceived to be a man's game. ✓
- Some people viewed women who participated in sport to be more masculine and aggressive in nature. ✓
- In some societies the belief was that women's participation in football would impact negatively on fertility. ✓
- Some societies believed that the women who participated in football were those were generally low academic achievers. ✓
- In some religions women were not allowed to participate in sport. ✓
- Some societies were open minded and encouraged women to participate if they identified a talent at an early age. ✓
- In some societies, football was widely promoted and both men and women were encouraged to excel in it. ✓

3.3 Marks should be awarded as follows: TWO mark each ✓✓ for TWO well-explained responses.

Possible answers could be:

- All sporting activities in the school ✓ should include girls and boys in some form of leadership role. (For example, coach, referee, trainer, administrator). ✓
- Include both boys and girls in sporting camps/ coaching clinics ✓ that teach leadership skills and management. ✓
- Secure sponsorships from local organisations ✓ to develop the leadership potential of both genders in school ✓
- Encourage both girls and boys to organise sporting activities with other local schools, ✓ to promote leadership participation. ✓
- Create a platform for both genders to showcase their leadership talent ✓ to their parents and the community. ✓
- Present medals and certificates for the outstanding leadership roles of both genders, ✓ in the different sporting activities at school. ✓
- Highlight this achievement of both the girls and boys ✓ in the local newspaper/ school magazines or school newsletters. ✓
- Organise 'job shadowing' for both genders in the different sporting activities ✓ to develop a career interest in the sporting field. ✓
- Include gender equity for sports participation, ✓ in the school policy ✓.
- Provide equal opportunities for both boys and girls, ✓ in programmes (e.g., resources, playing time, travel opportunities, access to educational workshops and events, leadership training. ✓
- Be careful not to reinforce gender stereotypes ✓ through language/behaviour/division of labour or decision-making process. ✓
- Encourage mutual respect, cooperation and support ✓ between male and female participants. ✓
- Find ways to protect the safety and reputation of both genders ✓ during sporting programmes. ✓

3.4 Marks should be awarded as follows: TWO mark each ✓✓ for THREE well-explained responses.

Possible answers could be:

- As more men and women take up leadership roles in the sporting industry ✓ more people will be encouraged to participate in sports. ✓

- It empowers both genders to gain the confidence/strength/knowledge and skills needed to make strategic choices to improve lives in their communities. ✓
- It promotes the fair and equitable allocation of resources and opportunities ✓ for both men and women in society. ✓
- Gender equity eliminates discriminatory practices in other sectors of society ✓ that are barriers to full participation for either gender. ✓
- Gender equity changes peoples' treatment of men and women ✓ ensuring that gender is a neutral factor when accessing resources, rights and opportunities in society. ✓
- Expands the talent base ✓ in areas such as management, coaching organisational and leadership skills. ✓
- If leadership roles in sports are equitably distributed, ✓ then the needs of both sexes would be fairly assessed. ✓
- Equitable leadership roles in the sporting industry ✓ would impact positively on leadership roles in other sectors of the society. ✓
- It promotes role models in the society ✓ for both men and women. ✓
- Both men and women in society would encouraged to channel their energies into sporting activities ✓ that minimises risky behaviour. ✓
- As leadership roles become equitable in both genders, ✓ there will be focus on identifying talent in both women and men in sports. ✓
- Leadership in sporting activities may encourage both men and women ✓ to take up leadership roles in other activities that benefit the society. ✓
- The participation of both genders in leadership roles ✓ may change preconceived ideas in societies. ✓

[15]

BATCH 3

3.1 Marks should be awarded as follows: ONE mark ✓ for the human right AND ONE mark ✓ for the reason

A possible right and a possible reason could be:

- The right to adequate housing ✓: the houses are not structurally sound and are flooded when it rains. The residents' needs are thus not adequately looked after. ✓
- OR**
- The right to a safe and secure environment ✓: the houses are crumbling and the safety of the residents is thus compromised. ✓

BATCH 4

- 3.1 Marks should be awarded as follows: TWO marks ✓✓ for a well-formulated explanation of the difference between electronic and print media.

Difference between electronic and print media could be:

- Electronic media are virtual media that are viewed through videos and online articles. ✓

OR

- It is any media that is powered by electricity or batteries, such as the Internet and e-mails, websites, blogs, Facebook, Twitter, radio, TV, films and DVDs. ✓
- Print media are media that are viewed through print resources, such as newspapers, magazines, pamphlets, brochures, posters and bill boards. ✓

- 3.2 Marks should be awarded as follows: ONE mark ✓ each for THREE well explained reasons.

Possible reasons why electronic media has become more accessible for poorer communities:

Electronic media:

- Has become a necessity. ✓
- Is cost effective/cheaper. ✓
- Can be accessed in most languages. ✓
- Is easily and readily available. ✓
- Does not incur any travelling costs. ✓
- Is easily accessed through electricity in most households. ✓

- 3.3 Marks should be awarded as follows: TWO marks ✓✓ each for TWO well-explained ways.

Possible ways in which learners can benefit from social media when completing formal assessment tasks:

- Social media tools such as chat rooms, learning channels, interactive social websites, and instant messaging ✓ links students to content experts and perhaps exemplars of formal tasks. ✓
- Learners can access and discuss information within minutes from various sources ✓ and this helps them to complete tasks quicker and more easily. ✓
- After collecting information, learners can then get assistance from peers and experts to organise information in its required format ✓ and this helps learners to ensure that the task is completed as required. ✓

- Learners can get assistance with tasks without having to travel ✓ and this helps to eliminate time wasting and travel expenses. ✓

3.4 Marks will be awarded as follows: TWO marks ✓✓ each for THREE well-explained suggestions.

Possible ways in which social media can impact negatively on citizens making informed decisions about foreign-owned businesses in a country could be:

- The social media may provide false information ✓ that could portray foreign-owned businesses negatively. ✓
- Hackers who are against foreign-owned businesses may create incorrect information ✓ and reflect it as coming from a reliable source, such as the government. ✓
- The social media can promote hate speech ✓ which may incite violence against foreigners. ✓
- They can defame the characters of foreign business owners ✓ and may cause people to dislike them. ✓
- The social media can spread rumours about the quality of the goods and services provided by foreign business owners ✓ and this may impact negatively on their businesses.

BATCH 5

3.1 Marks should be awarded as follows: ONE mark each ✓ for each of the THREE responses.

Electronic media has become a/an...

- Trending platform where important/vital/updated information/breaking news is available to citizens ✓
- More popular means medium to educate citizens about their democratic rights/make informed decisions ✓
- A faster way to expose unlawful activities/ the violation of human rights in an appropriate manner ✓
- Forum for vigorous discussions that may positively impact on democracy and the well-being of all citizens ✓
- Instrument to promote nation building on different social media platforms ✓
- Means/medium through which citizens could make informed decisions/ immediately respond to diverse viewpoints on critical issues, e.g. the COVID-19 pandemic ✓

- More accessible way of facilitating public opinion on democratic matters via WhatsApp, Facebook, Twitter, YouTube, Instagram, etc.✓
- Quick measure to support petitions against unfair/discriminatory acts/legislation/regulations through various social media platforms✓
- Medium that citizens can use to raise their views regarding discrimination/social/political/environmental injustices✓
- Platform where people can more easily monitor their political representatives✓
- Popular means to access a variety of sources✓

3.2 Marks should be awarded as follows: TWO marks ✓ for a well-explained response.

Possible answers could include:

- The school could have policies on the responsible use of social media during and after school✓ and in this way learners will be aware of the consequences should they violate the policies✓
- Provide a booklet with guidelines on the benefits and risks associated with the use of social media✓ thereby helping learners to make more informed decisions regarding the use of social media✓
- The school could create a blog/Facebook page for both learners and parents to mediate the school's policies on the use and abuse of social media platforms by learners✓ and in this way parents may be able to also educate and guide their children on the responsible use of these platforms✓
- The school could regularly speak about and monitor any violations of the policies on social media platforms✓and in this way learners know that these policies are actually being implemented✓
- The school could ensure that they apply these policies consistently for all learners✓ and in this way learners may take the policies seriously/be deterred from violating the policies✓
- The policies could be displayed strategically on the school premises/copied for each learner to paste in a diary/workbook✓and in this way learners may constantly refer to it/may be reminded on these policies daily✓
- Educate learners on social media etiquette/ regularly incorporate the use of electronic media into class lessons and extra-curricular activities✓thereby the school may be able to sustain awareness of the constructive use of social media within the school community✓

- Create awareness of the dangers of irresponsible behaviour on social media platforms/invite relevant authorities/experts to address learners on the increasing trend of offensive posts/online safety ✓ and in this way learners may become more mindful of using these platforms in a more responsible way✓

3.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response

Coverage of topics may be determined by...

- How important/newsworthy a topic may be to the public at the time✓ and this may guide editors/managers to mainly focus on such topics✓
- News/concerns that may affect people worldwide (e.g. COVID-19, fraud, corruption, etc.)✓ and this may be used by the media as a trending topic at the time✓
- Any sensational news✓ as a way of keeping readers and viewers interested in a specific topic✓
- The preferences of editors/media station managers/advertising✓ which may be largely based on making a profit✓
- Trending news on popular local/international celebrities✓ as a way in which editors/managers could keep their readers/viewers entertained✓
- Pressing matters relating to governance in the country, e.g. lockdown regulations during COVID-19 such as alcohol and tobacco bans, restrictions etc. ✓ as a way of keeping readers/viewers informed about these burning issues✓
- The owners of the publication/sponsors✓ which may influence editors/managers to cover topics that are mainly of interest to the sponsors/owners✓
- The target market✓ and this may guide editors/managers to only focus on topics of interest to that market✓

3.4 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Young people may...

- Isolate themselves from people around them✓ and this may lead to a breakdown in communication between them and their family/friends in the real world✓
- Get so caught up in happenings/relationships in a cyber-world if they are constantly on social media ✓ which may lead to an

inability to focus on what is happening in their own lives and those of their real family/friends✓

- Have an increased need for instant gratification✓ which may cause them to become impatient/intolerant in their relationships with their own family and friends✓
- Have limited essential verbal and non-verbal communication/interpersonal skills✓ and this may lead to a lack of confidence when having to socialize in real life within their social circles✓
- Lose track of a conversation easily✓ which may lead to conflict/tension in their relationships with others✓
- Start to follow the trends of their cyber peers and may feel inferior✓ which may create more pressure on them wanting to stand out/fit in/be accepted by others✓
- Not get enough sleep/experience disruptions in their sleeping/patterns✓ which may result in them being too tired/irritated/annoyed to hold conversations with people throughout the day✓
- Be preoccupied with issues on social media platforms✓ which may result in them being unable to be present in the moment/focused on things that may need their attention✓
- Be afraid to miss out on social media happenings/suffering from fear of missing out (FOMO) ✓ and this may result in them always being curt/snappy/rude to others who may need their attention✓

3.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses

Possible answers could include:

- People implicated in offensive messages/images may open a legal case against you ✓ and you could be charged/sued/may have to pay high legal costs for publishing sensitive information without their permission ✓
- Posting or forwarding false/unconfirmed information about someone✓ could lead to you being charged for defamation of character✓
- Your relationships with family and peers/friends may be ruined✓ as they may not approve of/find your actions disgraceful and no longer want to be associated with you✓
- Your actions may attract enemies from the victim's social circles✓ thereby putting your life and those of your family and/or friends in danger/at risk/under threat✓
- You may ruin your chances of finding employment should you be found guilty of violating the rights of others✓ as some

employers study the social media profiles of potential employees/as you may have a criminal record on your name✓

- You may be reported on social media platforms as a cyber-bully✓ and as a consequence be banned from registration on the different types of social media platforms✓
- If you post offensive images of yourself✓ you may be charged for public indecency✓
- If at a later stage, you may want to use social media to promote a business venture/social cause✓ people may not support you as your bad reputation may have preceded you✓
- You may jeopardise staying connected to distant relatives/friends✓ as they may not want to share the same social media platforms with you at all✓
- You may harm your chances of representing the country in international competitions✓ as your offensive statements/images may go against the ethos/spirit of democratic South Africa✓

[15]

BATCH 6

3.1 Marks should be awarded for the following: ONE mark each ✓ for the TWO responses.

Possible answers could be:

- Water may be shut down for a long period of time in some areas ✓
- Only some people may have access to alternative water resources ✓
- There may be unequal distribution of water to some areas ✓
- People, especially the poor, may not be able to pay for the alternative ways to store water (containers/tanks/'JoJo tanks')✓
- Water tankers may not be sent to certain areas due to the geographical location ✓

**[2
1]**

BATCH 7

3.1 According to the Bill of Rights, identify THREE human rights violations that are reflected in the extract:

- Right to life ✓
- Right to dignity ✓
- Right to safety and security ✓
- Right to education ✓
- Children's rights ✓

- Right to housing ✓

3.2 Marks should be awarded for THREE relevant responses as follows:
TWO marks ✓✓ for each well explained response AND ONE mark ✓ for an average response.

The project ...

- Develops good communication skills ✓ which enables young people to speak out against the violations of rights that they have experienced. ✓
- Creates an outlet for self-expression ✓ thus promoting a process of therapy and healing. ✓
- Allows them to come face to face with their real-life experiences ✓ thus building confidence and developing coping skills. ✓
- Educates on human rights violations/life values ✓ which effectively equips them to share this information with friends and family. ✓
- Informs on strategies/support structures ✓ in order to take action against human rights violations. ✓
- Creates awareness by exposing human right violations through theatre and film. ✓ In this way the youth are equipped with the knowledge and skills on how to protect themselves from such violations. ✓

**[8
1]**

DEVELOPMENT OF THE SELF IN SOCIETY

BATCH 1

4.1 Marks should be awarded as follows: ONE mark ✓ for each response.

Factors could include:

- Limited/no access to basic health care services (e.g. no/limited transport, distance to health care facilities, etc.) ✓
- Poor nutrition/inadequate diet. ✓
- A lack of finances to afford specialised health care. ✓
- The poor quality of health care facilities in poor communities. ✓
- Not being able to take time off work to get medical care/collect medication. ✓
- A lack of education on prevention and control/early detection/care/support/ intervention/treatment. ✓
- Insufficient health care workers in poor communities. ✓

4.2 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Young people could ...

- Pursue all possible educational opportunities/ensure that they complete the National Senior Certificate (NSC) examination successfully ✓ which may assist them to secure a good/decent job. ✓
- Create a personalized career goal ✓ which may enable them to move towards a stable career that could offer a liveable wage. ✓
- Get educated at an early stage in their lives on basic financial literacy, e.g. household budgeting/saving strategies ✓ which may equip them with the necessary skills to manage their finances to get them and keep them out of poverty. ✓
- Find a mentor/build reliable relationships with people who could hold them accountable to commitment to turning their situations around ✓ which may help them to build resilience in their fight to end the legacy of poverty. ✓
- Explore entrepreneurial opportunities ✓ which may help them to earn a living. ✓
- Network with family/friends/community members/on social media about possible jobs ✓ which may help them to get quick access to available employment opportunities. ✓
- Use the available resources such as youth development centres/ programmes in the local community ✓ to get access to information on available jobs/help them apply for jobs/bursaries/further studies. ✓

4.3 Marks should be awarded as follow: TWO marks ✓✓ for a well-explained response.

It could be used to ...

- Create awareness of the conditions of people living in poverty ✓ which may make others more mindful of the factors that may lead to lifestyle diseases in such communities. ✓
- Run/report on stories in the media of people living in poverty who are affected by lifestyle diseases ✓ so that their plight could be known/noticed/ acknowledged. ✓
- Portray stories of lifestyle diseases through creative arts such as performance/music/painting/dance/drama ✓ and in this way all people may be educated on the negative effects of lifestyle diseases on people living in poverty. ✓
- Allow people with lifestyle diseases as a result of poverty to share their personal stories ✓ which may help develop

empathy in others to respect people living in such conditions. ✓

- Mobilize/involve communities/educational institutions/youth organizations to participate in discussions/debates on different media platforms on the conditions of people with lifestyle diseases as a result of poverty ✓ so that their concerns/predicaments may be highlighted to the wider society. ✓

4.4 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Evaluating the outcomes of a campaign that addresses poverty as a contributing factor to ill-health is important because one could...

- Check whether the specific aims of the campaign on ill-health and poverty were met/practical ✓ in order to assess if these aims were actually achievable. ✓
- Identify whether problems were addressed within a given time-frame ✓ and this may help to assist in the planning of future campaigns on poverty and ill-health. ✓
- Determine whether the goals of the campaign on ill health were realistic/measurable ✓ in order to see if the proposed changes occurred/ or if follow-up sessions are required for those affected people who could not be reached. ✓
- Assess whether appropriate processes/steps regarding the campaign on ill-health were followed ✓ in order to verify if anybody's human rights were violated. ✓
- Check whether the procedures followed were free from any loopholes/gaps ✓ so that the necessary improvements may be made to reach the desired outcomes of campaign on ill-health resulting from poverty in the future. ✓
- Measure if the target group was reached ✓ which may then confirm if the campaign was inclusive of all those affected by the issues of ill-health as a result of poverty. ✓
- Assess whether the impact of such a campaign on ill-health resulting from poverty is sustainable ✓ in order to determine if follow-up actions are required/the goals were achieved. ✓
- determine if the budget was/resources were adequate to implement all the plans ✓ in order to know if more money/resources may be needed for future campaigns on poverty and its effects on ill-health.(✓
- Judge if the campaign was successful or not ✓ in order see which aspects of a campaign on poverty as a contributing factor to ill-health needs to be changed. ✓

4.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Measures implemented by the government to relieve poverty in local communities could include...

- The provisioning of low-cost housing to the poor ✓ which may help to provide people with warmth and shelter, preventing them from getting ill. ✓
- The payment of social grants (child support/disability grants/pensions/ COVID relief funds) to qualifying members of the community ✓ which may be seen as sufficient to cater for the basic standard of living to cover costs for basic medical assistance. ✓
- The issuance of free basic electricity and water ✓ which may be adequate for different households in the country to assist them in sustaining their overall health. ✓
- The implementation of the Expanded Public Works Programme (EPWP)/ Community Works Programme (CWP) that provides an income to people in poor communities across South Africa to alleviate poverty ✓ which may assist some people to improve their general health. ✓
- School/community feeding schemes funded by the government ✓ which caters for the nutritional needs of most people living in poverty, helping them to maintain a healthy diet. ✓
- Community-based training/funding for local food gardens ✓ which may help people to produce their own food, ensuring sustainable nutrition for healthy living. ✓

[15]

BATCH 2

4.1 Marks should be awarded as follows: ONE mark ✓ for the definition and ONE mark ✓ for each negative effect.

Definition:

Gender imbalances are...

- The different roles given/assigned to males, females and other genders in society. ✓
- Different activities/behaviours associated with males, females and other genders in society. ✓
- Power relationships between men, females and other genders where males are considered superior to females and other genders. ✓
- The inequalities between men, females and other genders. ✓

AND

Negative effects could include the following:

- Certain genders may be deprived of the opportunity to reach their full potential. ✓
- Some genders may be denied the prospects to build their careers/reach their career goals. ✓
- It may result in a negative work environment/demotivated workers. ✓
- Gender inequality may lead to poor productivity in the work place. ✓
- Companies may lose excellent workers who may feel discriminated against. ✓
- Workers may experience sexual harassment/bullying in the work place. ✓
- Companies may have to deal with labour grievances based on gender imbalance. ✓
- Some organizations may not assign senior positions to women and other genders as they may be perceived to be weaker than men. ✓
- Women and other genders may be deprived of doing work that is regarded to be for men. ✓
- Men may be perceived as being more aggressive than females and other genders. ✓

4.2 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Possible answers could be:

- There is still reported to be a high rate of rape in the country ✓ which results in many females still contracting sexually transmitted infections (STIs) including HIV and AIDS, through these ongoing acts of sexual violence. ✓
- Females in abusive relationships may not be able to negotiate safer sex ✓ and as a result they may be exposed to lifestyle diseases such as sexually transmitted infections (STIs). ✓
- Unemployed single female parents may resort to unsafe sexual activities as a means to provide for their families, ✓ and this may result in putting them at risk of contracting sexually transmitted diseases. ✓
- Young girls from poor families may resort to relationships with older men in exchange for financial gains ✓ thereby putting themselves at risk of unsafe sexual activities leading to STIs. ✓
- Young females may be pressured to fit in with their peers to have sexual relationships ✓ and this may lead them to engage in relationships with men who may sexually abuse them. ✓

4.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Males tend to not report sexual abuse against them because...

- Society expects them to be the aggressor and not the victim in sexual relations ✓ which may cause them to shy away from reporting such incidents. ✓
- It may be hard for a male to speak out especially if the perpetrator was a male ✓ as he may appear to be too weak to protect himself against another male. ✓
- Society expects men to always be in control of sexual activities ✓ and therefore the male as the victim may fear being stigmatized/labelled as powerless. ✓
- Males may fear to be mocked by society in cases where the perpetrator is a female, ✓ since they may feel ashamed of having been overpowered by a female. ✓
- The victim may fear to have his own sexuality being questioned if the perpetrator was a male, ✓ as he may be accused of leading the male perpetrator on. ✓
- Society perceives males to be brave/macho/strong/masculine ✓ and this may make them feel less of a man. ✓

4.4 Marks should be awarded as follows: TWO marks ✓✓ for TWO well-explained responses.

Possible answers could be: ...

- Victims may be harassed continuously/frequently online regardless of the time/place, ✓ and this harassment though remote, could inflict emotional trauma on the victim. ✓
- Due to the common trend of sharing pornographic pictures/videos on social media, revengeful/bitter/jealous partners may resort to bullying their insubordinate/stubborn partners on social media platforms ✓ thereby causing the same emotional scars that may be caused by other forms of gender-based violence. ✓
- Social media is an unregulated space where cyber/media stalking may be as aggressive as physical gender-based violence ✓ thereby making it easy for the perpetrators to cross boundaries in their threats/intimidation/harassment/terrorisation on social media platforms.(✓
- Cyber/social media stalkers may depend on the fact that victims of all genders may not know how to report online stalking ✓ and therefore they may abuse this platform to violate the rights of innocent social media users.✓
- Cyber/sexual bullying is a new form of aggressiveness that is equivalent to crimes occurring in natural environments, ✓ so

they use the same methods of violence on this platform to serve their misplaced needs on victims of all genders. ✓

- Another characteristic of cyber/sexual bullying is that it is closely related to violations happening offline ✓ therefore it is not viewed as totally separate from other forms of violence against any gender. ✓
- Males/females may slut-shame other females/males who do not entertain them on social media, ✓ and this is a way of bullying others to give in to their power-play in a remote way/from a distance. ✓

4.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

The government could...

- Introduce educational programmes at an early age on promoting respectful relationships and gender equality for young boys and girls, ✓ as a way to teach these values at a young age. ✓
- Initiate empowerment programmes/campaigns to young girls/boys from an early age, ✓ as a way of promoting a culture of economic independence amongst females/males. ✓
- Reinforce laws to make the home and public spaces safer for all genders of all ages, ✓ so that the security/safety of all genders in the country may get preference above anything else. ✓
- Support equal decision-making power for all genders in the home/ relationships/public life, ✓ thereby uplifting their self-worth/-respect/-esteem so that they may be treated with dignity in society. ✓
- Fund non-governmental organizations (NGOs)/non-profit organizations (NPOs) to run community programmes working with all genders ✓ and this may help to accelerate progress in preventing/ending violence against all genders at home and in society. ✓
- Initiate regular awareness programmes in print and electronic media emphasising gender equity ✓ so that this may be a constant reminder to all citizens on the importance of the matter. ✓
- Support workshops to engage young people in after school/holiday activities ✓ in an effort to educate them about the consequences/effects on the victims of gender-based violence. ✓

[15]

BATCH 3

4.1 Marks should be awarded as follows: ONE mark each ✓ for TWO well explained responses.

Social benefits of participation in indigenous games for communities are that it:

- Unites communities and neighbourhoods, which adds to community identity and creates a sense of belonging. ✓
- Instils a sense of pride in cultural games and this inspires people to share their cultural beliefs with others. ✓
- Promotes ethnic and cultural harmony among people as they will be able to understand and appreciate the differences of others. ✓
- Reinforces community values and interaction between communities, and in this way promotes social cohesion and peaceful living. ✓

4.2 Marks are awarded as follows: TWO marks each ✓✓ for TWO well explained responses. ONE mark for mentioning a factor. ✓ ONE mark for the explanation. ✓

Factors that may prevent the youth from participating in physical activities could be:

- Lack of motivation. ✓ Many young people show no interest in participating in any recreational activities. ✓
- Lack of time. ✓ Many youngsters claim that they do not have time to get involved in activities. There is too much school work and studying to do. ✓
- Low energy levels. ✓ They also claim to have no energy to participate in such sporting activities. ✓ OR they are often tired at the end of the school day. ✓
- Environmental barriers. ✓ In many areas there is a lack of resources such as sports facilities, equipment, sports fields ✓ OR many youth are not able to go anywhere to participate in such sporting activities. ✓
- Unsafe neighbourhoods. ✓ Crime and violence can make it unsafe to spend time outdoors, especially for activities such as jogging and running. ✓
- Social barriers. ✓ Family influence and cultural views can limit involvement in sporting activities ✓ OR families may have negative attitudes towards participation in recreational activities. ✓
- Tough financial circumstances could prevent participation in sports ✓ as there could be a lack of funds to purchase equipment/ sporting gear ✓ OR they may not have the funds to organise transport to venues to participate in activities. ✓

- Laziness. ✓ Many young people have no interest in getting involved in physical activities. ✓
- Too many other options/distractions. (✓) They are kept busy by other things such as computer games, the Internet, smart phones and other electronic devices. ✓

4.3 Marks are awarded as follows: THREE marks ✓✓✓ for a well explained response.

Participation in physical activity and following a balanced diet could enhance self-esteem as follows:

- • Following a balanced diet and exercising can lead to a better physique, ✓ so you may also feel better about your appearance, ✓ which can boost your confidence and self-esteem. ✓

4.4 Marks are awarded as follows: TWO marks each ✓ for THREE well explained responses.

Ways in which your school could work with community organisations to promote physical activities among all learners could be:

- • Schools can work with community organisations, ✓ and develop partnerships to provide recreational activities before school, after school and during the summer holidays. ✓
- • Schools can organise friendly games with neighbouring schools, ✓ to promote rivalry and competition amongst the communities. ✓
- • The resources of the schools, such as sports fields, equipment and even teachers, ✓ could be used to get communities to participate in the games. ✓
- • Senior members of the community could be used by the school ✓ to teach and demonstrate these games to others. ✓
- • Schools could host 'competitions' on a quarterly basis. ✓ Funds could be sourced to award certificates and trophies to the winners of the events. ✓
- • Schools can promote South African heritage, values, norms, culture and history ✓ through play, leisure and competition. ✓

[15]

BATCH 4

4.1 Marks should be awarded as follows: ONE mark for the definition of social stressor and TWO marks for a well-explained answer.

Possible answers could be:

Definition of social stressor:

- Stress resulting from your relationships with other/social environment ✓
- Behaviours and situations, social in nature, that are related to psychological/mental/emotional strain. ✓
- A situation which threatens one's relationships/esteem/sense of belonging within a group or larger society. ✓
- Any other relevant response for ONE mark ✓

AND

- Societal expectations may affect learners emotionally as they may...
- Feel ashamed / embarrassed / afraid / guilty / regretful / angry ✓ for not being able to perform as expected by others. ✓
- Suffer from depression ✓ as they may find it difficult to face others whom they feel they have disappointed. ✓
- Have suicidal thoughts ✓ as a way from escaping judgement from others.✓

4.2 Marks should be awarded as follows: TWO marks ✓✓ for a well explained answer

Possible answers could be:

- Accepting what you cannot change ✓ may help you stay positive despite the disappointment. ✓
- Looking for the positive/ drawing some lessons to learn from the disappointment ✓ may help you not repeat the same mistakes ✓
- Seeking help from a support system such as friends and family ✓ may relieve feelings of loneliness/stress/anxiety ✓
- Applying good decision making/problem solving skills ✓ may help you to plan for the future ✓
- Seeking advice and guidance from family / friends / professionals / or other relevant counsellors (✓) in order to deal with the disappointment in an effective way ✓
- Doing introspection to see where you have gone wrong ✓ so that you may do things differently next time ✓
- Speaking to others who overcame their disappointments and finding out what strategies they used ✓ may allow you to use the same coping mechanisms to deal with your own situation ✓
- Avoiding negative people who may only add more stress ✓ may help you to find ways to deal with you disappointment in a more positive way ✓

- Consider other options which could be more suited to your results ✓ and this may motivate you to re-strategize and plan in another direction ✓

**[5
1]**

BATCH 5

4.1 Marks should be awarded as follows: ONE mark for the disease ✓ and TWO marks ✓✓ for ONE well-explained reason.

Possible answers could be:

- Lung cancer/asthma/TB/mental illness/cardiovascular diseases/hypertension✓ is caused by smoking of illegal substances ✓ that may damage a person's lungs/brain function/heart/cause respiratory problems ✓
- HIV/AIDS/STIs/cardiovascular diseases, hypertension✓ may be caused by alcohol abuse✓ which may lead to unsafe sex as it impairs your judgement and impulse control/blood pressure ✓
- Cancer ✓ caused by alcohol abuse ✓ which may lead to problems of the stomach and other intestinal problems ✓
- HIV/AIDS/Hepatitis B ✓ may be caused by using and sharing dirty/used/contaminated needles ✓ which may result in an infection ✓
- Strokes ✓ may be caused by drinking excessive amounts of alcohol ✓ which could negatively affect the way your body functions ✓
- Drug/alcohol related psychosis ✓ is triggered by the excessive use of alcohol✓ which could cause a person to hallucinate/imagine things/be irrational ✓
- Liver cirrhosis ✓ due persistent alcohol abuse✓ which could cause the liver not to function properly/lead to liver failure ✓
- A weak or deficient immune system ✓caused by excessive substance abuse ✓ could lead to dysfunctions as autoimmune diseases (including allergies) and tumour growth ✓
- Weakened blood vessels ✓due to excessive alcohol intake ✓may become flamed/narrowed and the blood supply to the area of body it serves may be partially or completely blocked ✓
- Foetal alcohol syndrome✓ as a result of alcohol abuse during pregnancy ✓may result in the birth of babies experiencing many abnormalities/health-related issues ✓
- Kidney failure ✓ due to over-usage of slimming tables/steroids ✓ which may lead to poor functioning of the kidneys ✓

4.2 Marks should be awarded for the following: TWO marks ✓✓ for a well-explained responses.

Possible answers could be:

- Isolation/loneliness✓ can cause one to use drugs to alleviate sadness and depression✓
- Negative self-image/low self-esteem✓ can cause one to use drugs to feel better about oneself✓
- Stress ✓may cause one to turn to drugs to alleviate stress ✓
- Depression/mental illness ✓ may cause one to use drugs to forget about one's circumstances/problems✓
- Feelings of loss ✓may cause one to use drugs to cope with trauma✓
- Feelings of rejection ✓ may cause one to use drugs to make one to fit in with peers

4.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained responses.

Possible answers could be:

An intervention strategy such as... which...

- Educational programmes on the consequences of substance abuse✓ which may (one of the following):
 - o Enable them to make better choices ✓
 - o Make them afraid to use/abuse substances ✓
 - o Help them develop skills and attitudes that will keep them away from drugs ✓
 - o Empower young people to resist peer pressure by understanding and practicing reasons for not taking drugs ✓
 - o Teach them skills in problem solving/decision making/assertiveness ✓
- Community-based forums putting pressure on shop owners/liquor outlets to enforce the minimum purchasing age requirement ✓may limit opportunities for young people to gain easy access to substances ✓
- Involvement in community-based projects/youth clubs/sport clubs ✓ thereby providing a platform for positive peer pressure✓
- More effective efforts by pharmacies to control the abuse of over-the-counter medications (including cough syrup to get high)✓ could prevent young people from progressing to more serious levels of substance abuse ✓
- Regular broadcaster/banners by the media rejecting the use of alcohol/tobacco/drugs by young people during social gatherings/activities ✓ to dispel the myth that taking

substances makes one cool/accepted as part of the crowd/believe that everyone does it/fearless/invincible✓

- Empowering parents to practice more effective parental control✓ may insure that young people are not left unsupervised over a long period of time which may lead them to experiment with substances because of boredom/peer pressure, etc.✓
- Programmes that teach parents/teenagers effective ways to communicate with one another ✓ may help to establish and enforce family rules regarding substance use/prevent unnecessary emotional and psychological stressors as triggers to substance abuse ✓
- Stricter control at places that the youth frequently visit e.g. clubs/disco's ✓may prevent young people from accessing harmful substances ✓
- Stringent licencing for shebeens/taverns✓ may prevent illegal sale of harmful substances to young people✓
- Testing in schools especially for athletes ✓as this will serve as a deterrent for use and abuse of substances✓
- Educating parents on signs and symptoms of substance use and abuse✓ may assist in early identification/detection of possible use of substances✓

4.4 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

Physical participation in sports may...

- Provide employment ✓which will help the drug addict to substitute drug use with healthy activities ✓
- Improve feelings of self-worth/self-esteem ✓ and therefore self-respect of the drug addict improves✓
- Reduce stress through relaxation activities✓ and therefore he/she will refrain from taking drugs ✓
- Cause fun and laughter ✓and therefore the drug addict does not need the drugs to escape the stressful situation ✓
- Produce endorphins (brain chemicals that reduce pain and make one feel good)in the body✓ making one look forward to healthy activities instead of using drugs✓
- Prevent depression✓ therefore reducing the need to use drugs to alleviate sadness✓

4.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

- Community members can report illegal activities to the police ✓ instead of taking matters into their own hands ✓
- Community policing forums should be working with the police ✓ in identification and arresting of drug offenders ✓
- Assist the police in combatting crime ✓ by not protecting drug offenders ✓
- Petitions can be signed by community members ✓ in order to get the government involved in dealing with drug dealers ✓
- The community can organise peaceful marches against drug dealing ✓ to raise awareness of the issue ✓
- Community members can also be whistle blowers ✓ in that way more cases can be reported without fear of being victimised by drug dealers ✓

[15]

BATCH 6

4.1 Marks should be awarded as follows: ONE mark ✓ for a definition AND TWO marks for two reasons.

Definition of stress:

Stress is...

- A reaction caused by ongoing pressure/nervousness/tension/anxiety marked by constant worry and strain ✓
- A physical/mental/emotional strain that is caused by demands that are placed on a person ✓
- What we feel in a situation that is difficult, challenging or even frightening ✓
- A feeling that makes you think that you cannot cope with a situation or events ✓

AND

The boy suffered from examination stress because he might have...

- Experienced pressure from parents/school to perform well ✓
- Lacked effective studying techniques ✓
- Been ill-prepared for the examination ✓
- Been worried about circumstances at home (economic e.g. retrenchment/unemployment/emotional e.g. divorce/illness of parents/physical e.g. poverty/poor living conditions) which may have distracted him with little time to study ✓
- Experienced peer pressure/pressure from society to do well ✓

- Been engaged in too many extramural activities leaving him with little time to study✓
- Had too many responsibilities at home preventing him from proper preparation in advance✓
- Been ill/hospitalised and lost study time ✓
- Suffered trauma e.g. sexual abuse/accident ✓
- Been experiencing grief/loss of a family member ✓

4.2 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained responses.

Possible answers could be:

Physical symptoms that may have a negative impact on studying could include...

- Suffering from headaches✓ which could make one lose concentration✓
- Having stomach aches/pains/diarrhoea ✓ which could cause discomfort, making it difficult to study✓
- Inability to sleep✓ makes one tired and unable to focus on studying✓
- Rapid heartbeats/bleeding ulcers/over-sweating✓ cause anxiety which makes one lose concentration on studying✓

4.3 Marks should be awarded as follows: TWO marks each ✓✓ for a well-explained responses.

Possible answers could be:

A personal mission statement may...

- Help you consider career goals✓ so that you can be motivated to study harder ✓
- Keep you focused on your values (such as responsibility, accountability and hard work) ✓ which may help you to prioritise what is important to you ✓
- Direct you to the right course of action when you experience stress/difficulties✓ thereby enabling you to overcome these challenges✓
- Motive you to persevere in difficult circumstances ✓ensuring that you do not lose hope/become discouraged in your dreams ✓
- Assist you in creating a positive plan for your future✓ thereby ensuring a positive attitude/outlook towards your studies✓
- Ensure that you are less-likely to be distracted in meaningless activities✓ thereby keeping you focused on your study goals✓

- Assist you to understand yourself better✓ in that way you will set more effective study goals that are in line with your abilities ✓

4.4 Marks should be awarded for the following: TWO marks each ✓✓ for a well explained responses.

Possible answers could be:

Revision...

- By revising one's work, one can identify possible problem areas in advance and get the help one needs to pass ✓ thereby eliminating a lack of understanding of the work which may cause stress ✓
- One may be able to recall better what one has studied✓ thereby reducing stress that could be caused by a lack of recall ✓

AND

Relaxation

- Short, regular and responsible relaxation periods may calm your mind✓ thereby reducing examination stress caused by over-studying✓
- Relaxation gives one the opportunity to rest and refresh one's mind✓ thereby reducing examination stress caused by crowded thinking/over thinking/over-working✓

4.5 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

A learner could ...

- Sit with his parents to discuss a workable study plan ✓ thereby ensuring that he will manage his time more effectively ✓
- Set realistic goals with his parents✓ to which he is able to commit to and hence avoid getting into a conflict situation with them✓
- Take full responsibility for his actions✓ instead of blame shifting/accusing his parents for his/her school performance ✓

- Express his academic needs to his parents✓ thereby making them aware of it so that they will be able to support him more effectively✓
- Use listening and rephrasing skills in conversation with his parents✓ to make sure that he understands them correctly and to avoid misunderstanding about his poor performance✓
- Apply self-control/remain calm✓ to avoid being overly emotional and reacting in such a way to his parents that it makes the conflict about his poor school performance worse✓
- Apply negotiation skills when talking to his parents✓ in order to keep the peace/sustain a good relationship ✓
- Work together with parents on a support strategy ✓ so that both parties fully understand their role in fulfilling their obligations towards improved school performance. ✓

[15]

BATCH 7

4.1 Marks should be awarded as follows: TWO marks each ✓✓ for TWO well-explained responses.

Definition:

Hypertension can be defined as...

- An illness where the blood pressure in your arteries is constantly high✓
- Abnormal high blood pressure ✓
- A long term medical condition where the blood pressure in the arteries is persistently elevated/raised ✓
- A condition where the systolic blood pressure is over 140+ and the diastolic is over 90+ ✓

AND

One lifestyle choice that may lead to it could be...

- living a stressful life at home/work/school✓ which may raise blood pressure levels and make you sick ✓
- choosing to stay in an abusive relationships✓ which may cause extreme emotional tenseness leading to high blood pressure ✓
- over-eating/lack of exercise resulting in obesity (overweight) which may make it hard for the heart to pump blood✓
- eating food that is high in cholesterol (junk food)✓ which may block arteries and could then cause high blood pressure ✓
- smoking that may put pressure on the cardiovascular system ✓ causing the heart to work harder ✓

4.2 Marks should be awarded as follows: TWO marks each (✓✓) for a well-explained responses.

Possible reasons why people make unhealthy lifestyle choices that may lead to hypertension could be:

- Modern/busy lifestyles✓ which may lead people to eat more fast foods due to not having time to cook healthy meals ✓
- Poverty ✓ as some people may not be able to afford food that the body needs to keep them healthy✓
- Lack of education on healthy diets✓ which may lead people to eat unbalanced meals which could contribute to unhealthy bodily functions✓
- Lack of knowledge on the importance of physical activities✓ hence people may not see the need to do regular exercises to maintain a healthy lifestyle✓
- Insufficient medical facilities that are readily available/accessible✓ therefore people do not get themselves regularly checked for early detection of possible health problems ✓
- Due to lack of knowledge on how/where to seek help to deal with personal problems✓ hence people may continue to lead stressful lifestyles which promote hypertension ✓

4.3 Marks should be awarded as follows: TWO marks each ✓✓ for a well-explained responses.

Possible answers could be:

In order to evaluate the effectiveness of community projects, project leaders can...

- Conduct impact studies to measure and monitor progress of projects ✓to see whether the projects had an effect on the reduction of lifestyle diseases ✓
- Compare statistics before and after the community projects started ✓ in order to see if fewer diseases/deaths occur ✓
- Have interviews with clinic staff/nurses/doctors/medical officers✓ to determine whether there has been a decline in the number of people suffering from a lifestyle disease ✓
- Have interviews with community workers ✓ in order to find out about successes and failures with regard to lifestyle diseases✓
- Have interviews with the patients who participated in the projects✓ in order to determine how effective these projects were in changing their views on lifestyle diseases and its impact on oneself ✓

4.4 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

- The treatment may be prescribed for a long period of time✓ so the patient may get discouraged along the way ✓
- The treatment may consist of a number of pills to be swallowed all at once✓ causing patients to avoid taking it✓
- The treatment may be unpleasant or painful e.g. injections✓ as a result the patient may avoid the treatment✓
- Treatment may be too expensive/unaffordable✓ causing some patients to stop buying the medication✓
- A person may feel better after a period of time✓ the think they do not need the medication anymore✓
- A patient may experience transport problems✓ which may prevent him/her from going to the clinic/pharmacy/hospital to get the treatment✓
- Due to financial problems the patients may not have food✓ as such they might decide not to take their medication on an empty stomach ✓
- The treatment may have negative side effects ✓ which may cause them to stop using it ✓

4.5 Marks should be awarded for the following: TWO marks each ✓✓ for TWO well-explained responses.

Possible answers could be:

Social support can benefit a person who lives with a lifestyle disease by...

- Making a person that he/she is not alone✓ as a result they have the courage to fight the disease ✓
- Easing the stress of the patient✓ which helps to improve the immune system/enable the body to fight infections/diseases ✓
- Enabling them to share problems with others who understand/can provide advice✓ thereby improving their ability to make healthier choices✓
- Helping to provide a support network✓ which may help to improve coping mechanisms/skills ✓
- Providing love and acceptance (✓) thereby reducing feelings/thoughts of depression and loneliness✓
- Getting the person involved in social activities✓ which may provide distraction from the constant thought of living with a disease ✓

[15]

BATCH 8

- 4.1 Marks should be awarded as follows: ONE mark ✓✓ for the definition
AND TWO marks ✓✓ for a well-explained response

Possible responses could be:

Definition:

Acceptance of responsibility means...

- Owning up for your actions✓
- Being answerable/accountable for something within your power/control or what you can manage✓
- To accept the negative consequences of a mistake/take the blame for your mistakes✓
- To consider yourself responsible for your own actions✓

AND

Explanation of how it can contribute to effective communication:

Accepting responsibility...

- Makes you open-minded and allows you to focus on what others are saying✓ and this contributes to greater communication with others✓
- For your failure may make you take ownership for your conduct✓ and this may make it easier for others to be more willing to communicate/interact with you✓
- Makes you open to suggestions and advice✓ and as a result your communication with others may become more effective✓
-

- 4.2 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Possible responses could be:

When you constantly do or say things out of anger it may...

- Cause people to feel put off/upset/afraid/experience unpleasant emotions✓ which can drive a wedge into your relationship✓
- Have an extremely negative effect on the well-being of the people you are interacting with✓ which may push them out of your life for good✓
- Make it difficult/impossible for you to communicate clearly with others✓ thereby causing serious misunderstandings which may lead to conflict/animosity/hatred/fights in your relationships✓
- Intimidate those you are communicating with✓ and people may start avoiding you✓
- Cause you to cast blame on others/jump to conclusions✓ and people may lose their trust in you and may not want to be associated with you anymore✓
- Make interactions tense/cause frustration with those around you✓ and you could eventually destroy the closeness between you and others✓

- Cast negative feelings on those around you✓ causing people to become uncomfortable in your presence and therefore not wanting to be in your company✓

4.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response. **A possible advantage could be:**

You may...

- Get respect and admiration from those around you;✓ thereby sustaining healthy relationships with them✓
- Build your character/become a better person✓ and thereby you learn how to make better choices with regard to future relationships✓
- Experience less severe consequences for a wrongdoing✓ as others may acknowledge your willingness to take responsibility and you may improve your future actions✓

4.4 Marks should be awarded as follows: TWO marks ✓✓ for TWO well-explained response.

Possible ways to help you deal with conflict

- Address the issue at hand by identifying what the real source of conflict is✓ so that you may focus on the issue and not the person✓
- Examine yourself first to see if you could be at fault✓ so as to avoid passing the blame onto others for your problems/mistakes✓
- Find the right time and place to address an issue ✓ in order to avoid emotions running high which may worsen the conflict✓
- Do not avoid the issue as this may cause additional conflict✓ as small disagreements may turn into big problems if the issue is not addressed✓
- All the parties involved could work together towards finding a solution✓ and this could create an opportunity to strengthen relationships✓
- Grant forgiveness readily once the conflict has been resolved✓ so that the relationship could start on an equal footing again without holding grudges/seeking revenge✓

4.5 Marks should be awarded as follows: TWO marks ✓✓ for TWO well-explained response

Possible answers could be:

In order to change your own prejudices, you could...

- Dispel/get rid of secret preconceptions that were shaped by some aspect of your upbringing✓ so that you may treat people fairly and not base your actions on preconceived ideas of them✓
- Commit to acknowledging/accepting the differences of others✓ and in this way you will be open to

learning/seeing/experiencing new things so that your actions towards others may be less discriminatory/more tolerant✓

- Engage/connect with people in an open/mutually-beneficial way✓ then your actions may be more supportive/accepting of others' viewpoints and thinking✓
- Embrace criticism and challenges from others about your own beliefs✓ so that you may be open to other people's opinions.✓
- Commit to respecting the beliefs and views of those who may oppose your own belief system/try to influence you otherwise✓ so that your behaviour/actions may reflect acceptance of diverse viewpoints.✓
- Trust your own judgment about people✓ so that you may not be swayed by people's experiences and judgment of others✓

[15]

BATCH 9

4.1 Marks should be awarded as follows: ONE mark✓ for each of the THREE causes

- They are more independent and more likely to have more sexual partners and may perhaps indulge in unprotected sex✓
- They may be in a relationship and their partners insist upon having unprotected sex because they trust one another ✓
- They are highly mobile and may migrate and this may result in multiple sexual partners and hence they may be more likely to engage in unprotected sex✓
- They have lifestyles that are more likely to make them more vulnerable to HIV infection e.g. drug use, reckless behaviour, poor condom use✓
- Denial by some of them that they could be infected with HIV/AIDS and therefore they do not go for testing✓
- Unemployment may force some women to 'commercial sex-work'/prostitution which make them more vulnerable to infection✓

4.2 Marks must be awarded as follows: TWO marks✓✓ each for THREE well-explained responses

Reasons for the gender imbalance as reflected on the graph include:

- The economic dependency of women in certain cultures makes them more vulnerable to HIV infections, because men tend to exert more power in these relationships✓ this results in women not being able to protect themselves against abuse, sexual exploitation or unprotected sex ✓

- Women are more susceptible to HIV infection than men✓ due to some biological factors, e.g. immature cervix in younger females✓
- In several cultures women do not have any power to negotiate sexual issues, e.g. using condoms ✓ this make women more vulnerable to HIV infection ✓
- Sexual violence, which can include rape, is prevalent in South Africa✓ as a result many women may become infected because they are forced to have unprotected sex✓
- Young girls have unprotected sex with older men ('sugar daddies'- for material benefits) who have had multiple sexual partners✓ this exposes young women to the risks of contracting HIV✓
- In some cultures, having multiple sexual partners and not using protection is a measure of masculinity and prestige amongst men ✓ this can actually raise a women's risk of contracting HIV ✓

4.3 Marks should be awarded as follows: ONE mark✓ for mentioning an intervention strategy AND TWO marks✓✓ for critically evaluating the strategy

Prevention of HIV infection

- condoms have been provided freely in health care centres✓
 - o condoms are effective because those who engage in safe sex have easy access to it at the clinics ✓ ✓

OR

- o providing free condoms may not be effective since there are still a great number of teenage pregnancies, suggesting that there are those who do not use them✓ ✓
- mother-to-child transmission prevention programmes are implemented by government✓
 - o mother-to-child transmission have decreased with proper education and making the services accessible in most of the community ✓✓

OR

- o There are still pregnant women who do not go to the clinic to make use of the services provided or some of the mothers default their treatment ✓ ✓
- Peer education /life skills programmes have empowered youth by making information more accessible ✓
 - o They are more likely to discuss and open up to their peers within a safe environment than with the adults✓✓

OR

- o Youth do not take seriously the advice from their peers and the infection rate keeps on rising ✓

- Voluntary Counselling and Testing (VCT) and Provider Initiated Counselling and Testing services have been made available in communities ✓
 - o These services are free and enable early diagnosis and prevention of re-infection ✓✓
- OR**
- o Because of the stigma of HIV people in the community are still reluctant to go for counselling ✓✓
- Awareness by religious institutions and organisations ✓
 - o They have played an important role in facilitating information, providing knowledge and encouraging abstinence ✓✓
- OR**
- o They have not been fully involved to the religious point of view that make people feel judged or guilty and shameful ✓✓
- People who are living with HIV/AIDS have been engaged as ambassadors ✓
 - o They have advocated awareness and prevention effectively, hence people have been able to identify with them because of their real life roles and situations ✓✓
- OR**
- o People who have disclosed their HIV status have been stigmatised ✓✓
- Community prevention programmes ✓
 - o As an example: male medical circumcision has been promoted in health centres and thousands of men have been safely circumcised ✓✓
- OR**
- o Although this service is available, a lot of men are still reluctant to make use of these services in their community because of apathy (not interested)/prefer to/are compelled to use traditional methods ✓✓
- There are increased home-based care centres/care givers ✓
 - o There has been an increase in support networks, such as home-based care and trained care givers; hence people have been able to get more help in care and support ✓✓
- OR**
- o People do not make use of these home-based care centres or are reluctant to use the care givers ✓
- Media campaigns ✓
 - o They have played an important role in providing information to the public and this has helped decrease HIV infections ✓✓
- OR**
- o These campaigns are not evident in all communities, hence people are still unaware and infections continue ✓✓

[15]

BATCH 10

4.1 Marks should be awarded for THREE relevant responses as follows:

- More people have access to technological devices (computers, television, etc.) and therefore their lifestyles are becoming even more inactive. ✓
- Poor diet - junk or fast food outlets are spreading and making unhealthy choices easier, faster or cheaper than healthy options. ✓
- Laws and policies that are designed to protect people are not being implemented e.g. selling tobacco and alcohol products to persons under 18. ✓
- Lack of education on good nutrition and healthy lifestyle choices. ✓
- Poverty and food security are important social and environmental issues in South Africa that cause people to not eat regularly or to follow a poor diet. ✓
- Genetically modified food may also contribute to the development of chronic diseases. ✓

4.2 Marks should be awarded for THREE relevant responses as follows:
TWO marks ✓✓ for each well explained response. AND ONE mark ✓ for an average response.

Reasons why women could be more obese than men include:

- Traditional and cultural practices. ✓ Women are more likely to do household chores and men are more likely to work outside for example in the garden. ✓
- Stereotypical career choices. ✓ Men are more likely to do jobs that require physical activity and women are more likely to do administrative or office type of jobs. ✓
- Women's hormones are different from men. ✓ For example menopause/ birth control pills etc. ✓
- Pregnancy, ✓ women struggle to lose weight after giving birth. ✓
- Women's genes and metabolism ✓ could predispose them to weight gain. ✓
- Working women often have to eat on the run when they need to multi-task (look after children, household chores etc.)(✓ This could result in poor diet and lack of time for exercise. ✓

[9
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SOCIAL AND ENVIRONMENTAL HEALTH

BATCH 1

5.1 Marks should be awarded as follows: ONE mark ✓ for each possible response.

Some possible practices may include...

- Bribing/demanding payoffs/kickbacks before the required services are rendered. ✓
- Fraud/corruption in awarding tenders/benefiting family/friends who may not have the required skills for the work to be done. ✓
- Demanding a share or a percentage out of the tender amount before the work is done. ✓
- Making exorbitant/excessive claims for travelling/cell phones/accommodation that may affect the service delivery budget. ✓
- Conspiring with dishonest service providers to render services at an amount that exceeds their actual value. ✓
- Employing unqualified/unskilled/incompetent officials to key local government positions. ✓
- Utilising budgets allocated for essential services to other projects that may benefit specific individuals within the local government structures. ✓
- Delivering services below the agreed standard. ✓
- Employing substandard contractors. ✓
- Projects which have not been completed. ✓

5.2 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Some local government representatives may ...

- Display an uncaring/unaffectionate/arrogant attitude when they report on the lack of services ✓ which could cause communities to become stubborn/non-co-operative thus leading to conflict among both parties. ✓
- Be uncertain/doubtful about the facts/unable/too shy/reserved to clearly speak the truth about lack of services ✓ and this could spark anger between the local government representatives and communities. ✓

- Fail to accept responsibility for the lack of services ✓ which could lead to distrust, resulting in a breakdown in communication between the two groups. ✓
- Disregard/not respect the feelings of the community regarding poor services ✓ which could lead to disagreements and misunderstandings amongst them. ✓
- Be intolerant of the different views of the community about the quality of services delivered ✓ which could lead to frustration, resulting in communities taking the matter into their own hands. ✓

5.3 Marks should be awarded as follows: TWO marks ✓✓ for a well-explained response.

Educational programmes could ...

- Teach communities about the importance of paying for service rendered ✓ so that they contribute to these services that they require. ✓
- Make communities aware that maintaining services is not an exclusive function of local government ✓ so that they may realise that they too have a role to play in the responsible usage of services/facilities. ✓
- Inform residents about the negative effects of the wastage of municipal resources ✓ so that they may use these resources considerably/ carefully/sparingly. ✓
- Instil/inculcate values in people for the aesthetic (artistic/visual/nature/ beauty) in their surroundings ✓ so that they may take ownership of new developments in their communities. ✓
- Teach communities to take care of the infrastructure ✓ thereby educating them that damaging of infrastructure sets them back. ✓

5.4 Marks should be awarded as follows: TWO marks each for TWO well-explained responses.

Community members would have to ...

- Determine the nature of the protest (✓) so that proper planning could be done, e.g. time/crowd control/route, etc. (✓)
- Seek for permission, on time, from the relevant authorities (✓) so that the protest could be approved timeously. (✓)
- Seek information about the applicable bylaws (✓) so that they may avoid unnecessary confrontation/altercation with the law. (✓)

- Cooperate with law enforcement before, during and after the protest (✓) so that neither side may become aggressive/resort to violence. (✓)
- Make use of reputable/responsible people (✓) to steer the protest in the right direction. (✓)
- Identify reliable observers/monitors (✓) to alert the organisers of imminent/looming eruptions of violence. (✓)
- Arrange marshals to act as barriers (|) to ensure that protestors are kept within the designated boundaries/course/path. (✓)
- Ensure that protestors wear clearly identifiable paraphernalia, e.g. a cap/t-shirt /scarf/
- Sticker/rosette (✓) so that it is easy to identify/distinguish participants from non-participants. (✓)
- Ensure that they use placards that do not incite violence (✓) so that no one may feel unnecessarily offended/to avoid possible confrontation. (✓)

5.5 Marks should be awarded as follows: TWO marks each (✓✓) for TWO well-explained responses.

If ...

- Secured electric substations in the community are purposefully sabotaged/damaged by community members (✓) it may pose serious safety hazards/lead to fatalities/cause devastating fires within a community leading to irreversible damage to people's property that is beyond the control of the government. (✓)
- Sewerage pipes are carelessly damaged and waste is spilled onto the streets (✓) it may expose communities to unbearable/unhealthy/dangerous stench/diseases which may affect the health of the community. (✓)
- Water pipes are forcibly/deliberately removed/damaged/stolen by community members (✓) it... o could cause a lack of water supply to households/create still standing water pools/puddles that naturally attract all kinds of insects. (✓) or may expose people in the community to unnecessary unhygienic/unhealthy conditions/polluted/germ-infested environments. (✓)
- Infrastructure such as clinics are damaged by some community members(✓) then this may expose communities to used/contaminated medical waste such as syringes, etc. (✓)
- Vandalism is rife/common/widespread (✓) it may cause local government structures to spend more money on unnecessary

repairs instead of providing other much needed services (clinics, libraries, parks, hospitals, emergency services)/may hamper efforts to expand on basic services/delay much needed improvements in communities.(✓)

[15]

BATCH 2

5.1 Marks should be awarded as follows: ONE mark (✓) for the definition AND ONE mark (✓) for each example.

Definition:

- A sudden accident or natural tragedy that causes great damage or loss of life/limbs/property. (✓)
- A sudden devastating event that seriously disrupts the functioning of society. (✓)
- A serious disruption occurring over a short time, leading to great suffering/injury. (✓)
- An event that results in great harm/damage/death/serious difficulty/ suffering. (✓)

AND

Examples of disasters that may be caused by humans:

- Starting field fires by throwing around burning cigarettes. (✓)
- Bombing of buildings/large groups of people gathering at events. (✓)
- Shootings in public spaces. (✓)
- Disposing of toxic waste in rivers that are used by local communities. (✓)
- Reckless driving which may cause death/serious injuries. (✓)
- Using expired/unwashed food products which may result in food poisoning. (✓)

5.2 Marks should be awarded as follows: TWO marks (✓✓) for a well-explained response.

Possible responses could be:

- Unruly/uncontrolled/'wild' crowd behaviour (✓) which may be driven by group emotions rather than individual reaction. (✓)
- The selling of fake tickets at lower costs (✓) which may easily attract a large number of interested fans who could not afford to buy the authentic tickets. (✓)
- Lack of/poor security measures at the venues (✓) which may lead to easy access into the venue, resulting in overcrowding. (✓)
- Corrupt security personnel (✓) who may allow fans free access into the venue in exchange for monetary gains/bribes. (✓)

- The use of substances by the spectators/attendants at such events, (✓) which often leads to abnormal/unruly/risky behaviour. (✓)
- Organisers not making provision for sufficient entrance/exit points at the venue, (✓) which may lead to people panicking/being anxious/ impatient while waiting in the queues. (✓)
- Unfair refereeing/controversial decisions by a referee (✓) which may cause rowdy behaviour of spectators leading to uproar. (✓)
- Insufficient security personnel (✓) which may make it difficult to control panicky crowds. (✓)

5.3 Marks should be awarded as follow: TWO marks (✓✓) for a well-explained response.

Possible responses could be:

- People could suffer from post-traumatic stress/depression (✓) due to the unpleasant memories of the scene/sight/bad experience. (✓)
- Those who lost loved ones could be haunted by feelings of guilt (✓) as they may blame themselves for having failed to prevent the deaths of those who were with them at the time. (✓)
- Those who suffered injuries could struggle with conflict within themselves (✓) as they may regret attending the event. (✓)
- Unharmed fans/spectators could suffer from fear/phobia of attending social/sports events (✓) as such events may bring back bad memories/ they may fear going through a similar experience. (✓)
- Victims could experience nightmares about the happenings of the day (✓) since they may find it difficult to deal with the trauma they suffered. (✓)
- People could suddenly experience anxiety/get anxiety/panic attacks (✓) as a result of triggers to the bad memories of the disaster. (✓)
- Some victims could develop claustrophobia (✓) due to the sudden overcrowding they had experienced at the event. (✓)

5.4 Marks should be awarded as follows: TWO marks each (✓✓) for TWO well-explained responses.

Attending social and/or sports events may enable you to ...

- Connect with people and make new friends (✓) which may lead to expanded social circles where you learn more about dealing with different types of people. (✓)

- Meet with friends and socialize (✓) thereby forming long lasting relations with people who may support you when you experience challenges in life. (✓)
- Experience a sense of belonging/feel part of a group with the same team spirit (✓) as such events bring people together and in turn promote social cohesion. (✓)
- Acquire the necessary social skills you may need to work well in a team across different social platforms (✓) thereby ensuring harmonious personal relations and cooperation with other people. (✓)
- Gain new knowledge through introduction to different cultures/thought patterns and ideas (✓) which may help you to better understand people from different backgrounds so as to build positive relationships.(✓)
- Change/improve your social behaviour as you are exposed to people of diverse backgrounds (✓) and in that way you may learn to get along better with people in general, thereby sustaining positive relationships.(✓)

5.5 Marks should be awarded as follows: TWO marks each (✓✓) for TWO well-explained responses.

You could...

- Inform family/relatives/friends about the event that you are going to attend (✓) so that they may track you in case of any emergency related to the event you are attending. (✓)
- Make sure that you have emergency numbers at hand/that your phone is fully charged/has enough airtime/data (✓) so that you may be able to make calls in an emergency. (✓)
- Avoid consuming alcohol/illegal substances when attending such events (✓) as this may help you react appropriately in a disastrous situation/since you need to be sober/able to think clearly/rationally when confronted with an emergency. (✓)
- Avoid picking a fight when confronted with a provoking situation (✓) as this may prevent unnecessary conflict situations that could result in a disaster. (✓)
- Stay close to your group all the time whilst in a crowd (✓) and in this way you will not lose track of them and as such you will have support should there be a crisis/will not be isolated should there be a crisis. (✓)
- When moving around while at the event, make people sitting around you aware of your whereabouts (✓) so that they can notice with concern if you take too long to come back. (✓)
- Be careful of being too friendly to strangers to prevent falling victim to any bad intentions they may have (✓) as not all

people can be trusted/since perpetrators may not be identified by their looks.(✓)

- Familiarise yourself with the area/venue of the event (✓) so that you may be able to know where to go should you feel unsafe. (✓)
- Ensure that you have arranged reliable transport to get back home (✓) so that you are not stranded and left an easy target to perpetrators. (✓)
- Ensure that you are aware of all the exit points (✓) so that you may be able to find your way to the nearest/safest exit in case of an emergency. (✓)
- Don't participate in mob mentality (✓) which may cause unruly behaviour leading to chaos/putting yourself in danger. (✓)
- Leave before things get out of control (✓) so that you may not be caught in a dangerous situation. (✓)

[14]

BATCH 3

5.1 Marks should be awarded as follows: TWO mark each (✓✓) for a well-explained response.

Possible answers:

An intervention programme....

- Is a combination of elements or strategies designed to produce changes or improve the conditions among individuals or an entire population. ✓✓
- Includes services provided by the government to reduce economic inequalities and promote social welfare. ✓✓
- Is a strategy to remediate or prevent a social risk or challenge. ✓✓

4.6 Marks should be awarded as follows: ONE mark each (✓) for THREE responses.

Possible answers:

- Poverty ✓
- Inequality ✓
- Unemployment ✓
- Single-parent households✓
- Child-headed households✓

4.7 Marks should be awarded as follows: TWO marks each (✓✓) for TWO well-explained responses

Possible answers:

- If the government expenditure on social grants keep on expanding like the past few years, it will absorb all government income if current trends are not adjusted. ✓✓
- The economy is now not growing as expected and will not be able to sustain the current expenditure on social assistance programmes. ✓✓
- The costs regarding these programmes could rise sharply if slow economic growth pushes more families into poverty, ultimately making the grant and other social programmes an unbearable strain on the national budget. ✓✓
- If the population growth continues to rise at the current pace, more poor children will qualify for these programmes and this will create an added strain on resources. ✓✓
- There has been deterioration in government finances in the past few years which will negatively impact on the availability of funds to sustain these programmes. ✓✓

4.8 Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers:

- Individuals in the community should be honest about their eligibility to receive social assistance, so that only the deserving people will benefit from it. ✓✓
- If community members discover any corruption with regard to these programmes, they must report/whistle blow it to the relevant authorities for the correct procedures to unfold. ✓✓
- Goods and services received through these programmes should be properly used and managed to ensure the sustainability of the benefits of social assistance. ✓✓
- Community members should hold officials in charge of intervention programmes accountable for mismanagement to ensure the effective utilisation of the resources. Community members should raise awareness about the responsible use of social services so that the community understands the importance of managing such resources. ✓✓

[15]

BATCH 4

5.1 Marks should be awarded as follows: One mark (✓) each for THREE explanations.

Three possible reasons for the poor quality houses could be:

- The tender process may have been corrupt, as an unqualified contractor may have been appointed. (✓)
- Substandard building material may have been used by the contractor in order to make a large profit. (✓)
- The building process could have been rushed to build as many houses as possible in the shortest time, thus compromising the quality of the workmanship. (✓)
- As there is no evidence of an impact study being conducted, the land on which the houses were built may not have been suitable for construction purposes. (✓)

5.2 Marks should be awarded as follows: TWO marks (✓✓) each for TWO suggestions.

Two possible suggestions for responsible voicing of concerns could be:

- Write letters to the authorities, (✓) clearly explaining the nature of the poor service delivery and what is expected from the government to address the problem. (✓)
- Write a petition to the local and provincial municipality (✓) to highlight the plight of the local residents and request a favourable response within a certain timeframe. (✓)
- Involve civil rights organisations to negotiate on behalf of the residents (✓) as they have the skills and knowledge to deal with such problems. (✓)
- Take part in legal mass action such as picketing and peaceful marches (✓) to create awareness of the problem in the community. (✓)
- Report the human rights violation to the Human Rights Commission (✓) so that they can assist the residents in solving the issue. (✓)
- Report apathetic and corrupt officials to the relevant authorities (✓) so that they can be held accountable for their actions. (✓)
- Inform the media, like the local newspaper, (✓) to create awareness of the problem faced by local residents. (✓)

5.3 Marks should be awarded as follows: TWO marks (✓✓) each for THREE strategies.

THREE strategies that local government could put in place to prevent poorly built houses could be:

- The land on which the houses are to be built should be carefully selected (✓), to ensure that houses could be built there safely. (✓)

- Building inspectors should continuously assess the quality of workmanship and building materials (✓), to prevent houses from crumbling. (✓)
- The tender process should be transparent (✓) to combat fraudulent and corrupt actions by the parties involved. (✓)
- Strict criteria should be set (✓) to assess the qualifications and capabilities of building contractors. (✓)
- A system, like a hotline, should be in place, (✓) so that the public can report corrupt and fraudulent processes. (✓)
- A combined task team, including government officials and community members, should act as a 'watch dog' (✓) in order to quality assure the whole project. (✓)
- Steps should be taken against corrupt officials or contractors (✓) so that it serves as a deterrent for corrupt behaviour in future. (✓)
- Contractors that have been awarded tenders should be made public (✓) so that the community can inform officials of any suspected corruption. (✓)

[13]

BATCH 5

5.1 Marks should be awarded as follows: ONE mark (✓) for the definition and ONE mark for each of the TWO statements.

Definition:

An intervention programme.....

- Addresses specific and serious/urgent/critical issues within the community in an effort to improve a situation (✓)
- Is an action taken to improve certain situations/conditions in communities/nationally/globally. (✓)
- Is a combination of elements/strategies to produce behavioural changes/improve situations in a community/country(✓)
- Any ONE of the responses for ONE mark (1)
- AND
- An activist could encourage community members by ...
- Making programme enjoyable (e.g. include community games/competition/incentives) learning experience for all. (✓)
- Appealing to them to honour their duty/responsibility to improve their living environment (✓)
- Educating them on objectives /benefits of the intervention programme. (✓)

- Making them aware of the dangers of/consequences of not protecting their environment. (✓)
- Having age-appropriate activities in order to keep everyone involved. (✓)
- Having measurable targets so people are encouraged by the outcome of the activities. (✓)
- Considering the physical needs or challenges of people who wish to participate in the programme. (✓)
- Ensuring that there are security measures in place so people may feel safe to participate. (✓)
- Ensuring that the venue where the gathering/meetings/activities will be taking place is easily accessible to all in the community. (✓)
- Honouring the time that was allocated to gatherings/activities as communicated to people. (✓)
- Keeping to the agenda at hand at all times so as to not waste people's time with irrelevant things. (✓)
- Negotiating time with community members that will be suitable for most of them. (✓)
- Any TWO of the above responses for ONE mark each. (2x1) (2)
-

5.2 Marks should be awarded as follows: TWO marks (✓✓) for a well-explained response.

Accepting a shared responsibility could.....

- Help people to get a better understanding of the environmental needs/challenges in the communities (✓) and together they may be able to come up with solutions to these challenges. (✓)
- Allow people to become more responsible citizens by being consciously aware of what is happening in their environment (✓) which may give them an opportunity to prevent environmental disasters from occurring in their communities. (✓)
- Make people more aware of any irresponsible behaviour that may be detrimental to the community/environment (✓) which may foster a sense of environmental awareness/enable them to take the necessary actions to protect the environment/others from any harm. (✓)
- Encourage people to gain more respect for the environment (✓) which may lead to them becoming environmental activists in their own right. (✓)
- Empower people to bring about positive change to their living environment (✓) which may have the desired outcome that they wish to see in their immediate community and society at large. (✓)

- Set a good example of environmental responsibility for younger and older generations (✓) as both generations may then become more protective of the environment in which they live (✓)
- Ensure that community members take responsibility for their immediate environment (✓) and in that way the environment at large will be kept clean. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

5.3 Marks should be awarded as follows: TWO marks (✓✓) for a well-explained response.

Participation in intervention campaigns could...

- Help people to develop a better spirit of collaboration/camaraderie (✓) which may help them to get along better/have each other's well-being at heart. (✓)
- Help community members to trust each other more(✓) which may make them feel safer in their communities(✓)
- Enhance social cohesion within communities/sense of community (✓) which may enable community members to stand together/ be united about issues concerning all of them(✓)
- Promote healthier/stronger relations within a community(✓) which may result in people being more compassionate/empathetic towards each other(✓)
- Create a sense of belonging with those who may feel isolated/rejected in the community(✓) and this may prevent them from wanting to commit crimes/harm their fellow community members(✓)
- Create a strong desire amongst community members to protect one another(✓) which then may make them feel more at ease to freely move around(✓)
- Develop a sense of collective ownership and pride of the environment/ inspire a shared vision of a safe environment within a community(✓) which may help people to achieve more together(✓)

5.4 Marks should be awarded as follows: TWO marks each (✓✓) for TWO well-explained responses.

Some people may...

- Lack knowledge/be ignorant about/not realize the seriousness of the problem at hand (✓) and as result hope that these problems will just disappear. (✓)
- Feel overwhelmed by the severity of the problems in their community(✓) and they just turn a blind eye to these problems(✓)

- Think that the problems in the community do not affect them directly(✓) so they feel that they do not have to get involved in finding solutions these solutions(✓)
- Rely on others in the community to address these problems(✓) and may justify it by arguing that they do not have the time to partake in such campaigns(✓)
- Not know that there are more ways than one in which they could contribute to intervention campaigns (✓) because they may think that being there physically might be the only way to get involved(✓)
- Think that getting involved in intervention campaigns are only for prominent figures in their communities(✓) hence they feel that they are inadequate/incapable of making a difference in their communities(✓)
- Argue that it goes against their religion/family duties/leisure time to do 'work' on a Saturday or Sunday(✓) and may therefore refrain from participating in these intervention programmes(✓)
- Feel that these programmes are a waste of time (✓) since they may not have seen any changes to the problems in their communities(✓)
- Feel that they have not created the problem(✓) and therefore they may argue that it is not their responsibility to fix the problem(✓)
- Feel that they pay rates and taxes(✓) and therefore they may feel that the government must fix the problems in their communities(✓)
- Feel that they were part of creating these problems in the first place(✓) (with one of the following qualifiers) ...
- And may be too proud/ashamed to rectify their wrong doings(✓)
- And they may feel people would judge them for wanting to solve the problems they have created themselves(✓)
- And may not want to change their behaviour(✓)

5.5 Marks should be awarded as follows: TWO marks (✓✓) for a well-explained response.

Possible answers could include:

- Start your own waste-management system for recycling at home (✓) which may create an opportunity for you to educate the younger generation on how recycling could be a solution to protecting the environment(✓)
- Assist the younger generation to implement the waste-management systems by showing them how to make it work(✓) and this may make it easier for them to manage and sustain these systems (✓)

- Turn your recyclable material in for money(✓) to show them that there are financial benefits to recycling (✓)
- Share photos of your family's efforts to sustain a clean and healthy environment and tag them on social media(✓) so that they can see that you have high regard for their support in this matter and they may be encouraged to continue with/improve their efforts(✓)
- Initiate your on clean-up outing with your family to clean up areas around the natural water resources/rivers in your immediate environment/beach areas/parks/playgrounds(✓) in order for them to see how easy it is to do their bit in saving the environment/planet from earth and water pollution(✓)
- Have on-going conversations in your household about the irreversible damage done to the environment(✓) so that they may realize the importance of saving the environment/ natural resources for future generations(✓)
- Consciously bring up 'did-you-know-discussions' in your household on the impact that illegal dumping sites may have on the health and safety of everyone in the community(✓) which may get them to realize how hazardous these actions may be to their own loved ones(✓)
- Involve them in talk shows on local radio stations about their efforts to eradicate 'trash blindness' in the community(✓) and in that way they may influence others to also sustain a clean and healthy environment(✓)
- Provide rewards/incentives to the younger ones for recycling goods at home(✓) and in this way they may be motivated/eager to continue with this initiative(✓)
- Parents/guardians need to serve as role models to their children regarding environmental responsibility from a young age, e.g. throwing waste into a bin/not littering(✓) and in this way being aware of the environment will become a habit for the younger generation(✓)

[15]

BATCH 6

5.1 Marks should be awarded as follows: ONE mark each (✓) for THREE of the following responses:

Possible answers could be:

The RCL could assist the school by...

- Checking and reporting any faulty water facilities/leakages as soon as they become aware of it (✓)

- Making the principal/teacher/school management aware of any possible hotspots at school where learners tend to waste water(√)
- Being visible at hotspots where learners tend to waste water (√)
- Helping to maintain responsible use of water facilities (√)
- Monitoring effective functioning of water facilities/tanks/boreholes(√)
- Immediately reporting any improper use of water facilities (√)

5.2 Marks should be awarded for the following: TWO marks each (√√) for TWO well-explained responses.

Possible answers could be:

People may...

- **Consume/use alternative water that is not treated/sterilised in some way**(√) which may lead to all kinds of illnesses caused by bacteria infested water (√)
- **Use grey water in an unsafe manner** (√)so they may be exposed to contaminated water leading to diarrhoea, etc.(√)
- **Regard mountain/stream/fountain/dam/river to be clear of all possible disease causing organisms** (√) and they may contract diseases if they use it for drinking/cooking/bathing (√)
- **Not drinking enough water** (√)which could lead to dehydration and the build-up of disease-causing toxins in the body (√)
- **Be exposed to food/water borne diseases** (√) which could lead to bacterial/viral infections of the intestines (√)
- **Contract a deadly disease like listeriotic** (√) because they may not have enough water to rinse food (fruit/meat/vegetables) before consuming/cooking it (√)
- **Contract cholera which is transmitted through faeces** (√) due to poor/unhygienic sanitation (√)
- **Contract mosquito borne diseases (malaria) due to stagnant/standing grey water** (√) due to an increased mosquito population spreading diseases (√)
- **Not enough water to wash their hands properly** (√) and may thereby contaminate their own food and if consumed could cause fevers/stomach aches/cramps, etc.(√)
- **Fall ill** (√)through the spread of germs from unclean/dirty working surfaces to food(√)

5.3 Marks should be awarded for the following: TWO marks each (√√) for ONE well-explained responses.

Possible answers could be:

It may become necessary to enforce national water restrictions so as to...

- Prevent the whole country from eventually having to face water crisis (✓) should we fail to use our natural water resources sparingly (✓)
- Guarantee the sustainability of our current resources (✓) should the country not get enough rains in its due seasons (✓)
- Prevent the depletion of water resources for future generations (✓) thereby compromising/jeopardizing safe and healthy environmental conditions for them (✓)
- Secure sustainable agricultural practices (✓) thereby ensuring food security for the whole nation (✓)
- Preserve water for all people (✓) thereby ensuring that everybody will have access to water in future (✓)
- Making people aware of the effective use of natural resources (✓) especially in the light of global warming and climate change (✓)

5.4 Marks should be awarded for the following: TWO marks each (✓✓) for TWO well-explained responses.

Possible answers could be:

If municipalities would...

- **Encourage/acknowledge innovative ways that households come up with to save water** (✓) then that may get them and others to think about ways to improve on what they are already doing and implement it (✓)
- **Do a weekly announcement on the local radio stations/send bulk messages to community members by giving recognition to households who use the least water** (✓) then this may help to improve attitudes/future behaviour with regard to saving water (✓)
- **Do live interviews on radio with randomly picked households on how they manage to save water** (✓) which may then keep people alert on how they are using water as they may be the next to be interviewed (✓)
- **Provide alternative/corrective actions to households who still do not meet the requirements** (✓) then people may not be discouraged by the fact that they are still not getting it right/feel that they are being treated fairly and this may encourage positive behaviour with regard to water saving (✓)
- **Ensure consistent positive reinforcement on saving water** (✓) then consumers may be encouraged to maintain consistent positive behaviour towards sustaining water resources (✓)

- **Subsidise water tanks to all households so that consumers may see that the government is serious about saving water** (✓) then people may feel more obligated to be more responsible towards maintaining water resources (✓)
- **Give discounts on water bills to the households that show a decrease in water consumption**(✓) this may motivate people to continue using water sparingly because they are saving money through the discounts they receive (✓)
- **Educate people on alternative methods to preserve water** (✓) then this may equip people with knowledge on how to conserve/maintain water resources for future use(✓)
- **Enforce punitive actions e.g. fines for those who deliberately misuse water** (✓) in order to encourage those who are using water sparingly to continue doing so (✓)
- **Send positive messages/feedback through emails/SMS/municipal bills/local newspapers to households who do abide by the rules to save water** (✓) then this may encourage others to do the same as being rewarded/getting recognition for positive actions gives one person satisfaction(✓)

[15]

BATCH 7

5.1 Marks should be awarded for THREE relevant responses as follows:
TWO marks (✓✓) for each well explained response. AND ONE mark (✓) for an average response.

Participation in this project could...

- Increase awareness of one's abilities and skills (✓) which could impact on one's view of oneself and what one wants to pursue in life. (✓)
- Make one aware of the needs of others (✓) which could change the focus from oneself to making a difference in the community or other people's lives. (✓)
- Inspire one to start or permanently join a similar project in an area with need (✓) which could change or diversify the goals in one's mission statement in order to include an "outward-focus". (✓)
- Encourage self-expression (✓) which assists them to clarify personal views and opinions. (✓)
- Develop compassion/empathy for others (✓) which impacts on one's values/beliefs/ ethics/morals. (✓)
- Improve one's social and emotional well-being (✓) which impacts on one's lifestyle choices. (✓)

- Help one to clarify what one wants to achieve (✓) which impacts on one's life and career goals. (✓)
- Help one to establish how one should relate to others (✓) which impacts on the building and sustaining of healthy relationships. ✓

[6]

BATCH 8

51 Marks should be awarded to TWO relevant responses as follows:

- ONE mark (✓) for the intervention strategy.
- ONE mark (✓) for a positive impact.
- ONE mark (✓) for a negative impact.

The intervention strategies could include:

- Warning labels on tobacco products. (✓)
 - This has educated people who were ignorant of the dangers of tobacco and they now no longer smoke. (✓)
- AND
 - People continue to smoke or they ignore the warnings. (✓)
 - Provision of condoms in health clinics. (✓)
 - This is effective because they are readily available and the rate of HIV infection has dropped. (✓)
- AND
 - This may not be effective because there are still many people who are infected with STI's/STD's.(✓)
 - Inclusion of Physical Education as part of the Life Orientation curriculum. (✓)
 - Life Orientation is a compulsory subject and policy states all learners must do Physical Education for 1 hour a week. (✓)
- AND
 - Many of the schools are not implementing the policy and learners are not doing 1 hour of Physical Education once a week. (✓)
 - Banning the advertising of tobacco products on television. (✓)

- Children are no longer exposed to the negative image of glamour and sophistication that the adverts on television portrayed on smoking. (✓)

AND

- Children are still bombarded by advertising in other forms of media that glamourises smoking. (✓)

- Introducing the process of restricting the amount of salt that is used in manufactured foods. (✓)

- Manufacturers are accountable for what they put into the food being sold to the public. (✓)

AND

- People may still just add salt to whatever they eat because they are used to it and prefer saltier foods. (✓)

- Restricting the access to alcohol and tobacco products from being sold to children under the age of 18. (✓)

- Shop owners are now more aware that could be prosecuted if they are found to be selling tobacco products and alcohol to minors. (✓)

[6]

SECTION C

1. Candidates must answer any TWO (2) questions in this section. Should the candidate answer all three quotations, only the **first TWO** will be marked. The remaining question should be struck out and the following abbreviation should be written '**ENQR**' (Exceeded number of question required).
2. Candidates' responses must be in the form of PARAGRAPHS. **Marks will only be awarded for responses written in full sentences.**
3. **The phrase 'or any other relevant response' should be marked as follows:**
 - The learners' responses MUST show that they have answered the **question**.
 - These responses MUST also **LINK** to the responses in the marking **guidelines**.

QUESTION 4

1. Marks should be awarded as follows: ONE mark each (✓UJ) for each of the THREE answers.

Participation in traditional games may...

- Encourage long-term engagement in physical activities to keep fit. (✓)
- Be done together with others who may share the same fitness goals. (✓)
- Make it easier to stay committed to achieving one's fitness goals. (✓)
- Offer one the opportunity to discuss one's fitness results/achievements with others. (✓)
- Help one to work with others to preserve through challenges. ✓
- Inspire one not to quit even though one may not seem to show progress. (✓)
- Be experienced as a more pleasant way to become/keep fit. (✓)
- Be a less burdensome way to stay physically active. (✓)
- Assist one to get advice from others on how to improve one's strategies to get fit. (✓)
- Help one to exercise more effectively and reach one's fitness goals easier. (✓)
- Give one an opportunity to get support from more experienced people in setting fitness goals. (✓)
- Assist one in getting support to monitor one's progress to achieve one's fitness goals
- Help one to set realistic fitness goals. (✓)
- Be a cheaper alternative to a gym/not require any equipment in achieving your fitness goals. (✓)
- Be modified to suit anyone's fitness goals. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for each of the THREE well-explained responses.

Benefits

Youth participation in traditional games may...

- Help young people to have a better understanding of their cultural traditions (✓) which could reinforce their cultural identity. (✓)

- Teach them the importance of traditional community engagement on a social level (✓) and thereby bringing them back to the wholesome principles within that culture. (✓)
- Expose them to traditional gaming/sporting skills (✓) so that essential life skills gained through these gaming/sporting skills may not be lost to their culture. (✓)
- Help to maintain the cultural views with regard to masculinity/femininity within a specific culture (✓) and thereby reviving important value systems/rebuilding morality in a culture. (✓)
- Ensure that the knowledge of indigenous games get passed on from one generation to the next (✓) through which they may develop positive/good/noble traits that are true to their culture. ()
- Teach them the importance of obeying rules (✓) which may restore respect for elders/parents which may have been lost along the way. ✓

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

NOTE TO TEACHER

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3- mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
- To be awarded the full three marks candidates must give a statement, (✓) quality the statement (✓) and give an outcome. (✓)

Possible answers could be:

- The structure of existing male-/female dominated games could be modified (✓) so that female/make participation in any traditional game may be encouraged (✓) and this may expose all genders to skills that could better prepare them for competitive sports. (✓)
- Certain rules to certain games could be changed/adapted (✓) so that the physical abilities of different genres may be accommodated/considered (✓) and this may enhance their abilities to eventually become more competent to take part in competitive sports. (✓)
- Female/male coaches/referees could be used in female/male-dominated games (✓) so as to convey the message that different genders do possess the necessary knowledge and skills to enter a male/female-dominated field (✓) and in this

way it may prove that leadership qualities in competitive sports should not be based only on gender. (✓)

- Rituals/procedures/formalities to certain games could be modified to fit the current/modern/present-day setting (✓) which may make it more inviting to all genders to participate (✓) and in this way all genders may want to compete in all different types of competitive sports as well. (✓)
- Encourage females to participate in traditional games that require physical strength (✓) as this may help them to feel less intimidated (✓) and in this way they may feel confident to also compete in sports that may be considered more 'masculine' in nature. (✓)
- Change the traditional games to include mixed genders in a team (✓) which may generate more interest with all genders to participate/show that any gender could participate in any game (✓) and in this way they may develop a desire to partake in other competitive team sports of mixed genders/it may inspire inclusivity of mixed genres in current male or female-dominated competitive team sports. (✓)

[15]

QUESTION 5

1. Marks should be awarded as follows: ONE mark (✓) for the definition and ONE mark each (✓) TWO effects.

Definition:

Unemployment means that someone...

- Is jobless/actively searching () and available to take a job. (✓)
- Wants to work (✓) but is unable to find a job. (✓)

AND

Negative effect:

- The unemployed are not able to contribute productively to the economy of a country. (✓)
- More people may become dependent on social grants due to their inability to obtain gainful work. (✓)

- Persistent unemployment places the economy under serious strain. (✓)
- Increased unemployment could lead to social disruptions/crime that endangers law and order in a country. (✓)
- Unemployment may cause political instability that may hamper economic development. (✓)
- There is no constructive use of the country's labour force. (✓)
- The country may lose valuable human resources to other countries. (✓)
- Unemployment causes an increase in poverty. (✓)
- The unemployed do not have money to spend that would boost the economy of a country. (✓)
- Unemployment may put a strain on the public health system as more unemployed people who experience various health issues may require medical attention. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for each of the THREE well-explained responses.

It is important for the government to support young entrepreneurs, as it could be...

- Used as an opportunity to promote self-employment opportunities for the youth to counteract unemployment (✓) since entrepreneurship has a high growth potential for labour absorption of the many unemployed people in the country. (✓)
- Seen as a means to boost the local and national economy of the country () since it may be an opportunity to use local human capacity to do the jobs/generate more revenue for the country (✓)
- Used as an opportunity to encourage young people to become farmers so as to sustainable production of our country's staple food. (✓)
- Seen as an opportunity to encourage young people from all walks of life to enter sought-after industries (✓) thereby promoting inclusivity in such industries at the same time. (✓)
- Regarded as a means to encourage people to create jobs (✓) so that less people may rely on the government to create job opportunities. (✓)
- An opportunity to direct young people into skills development (✓) thereby promoting much needed scarce skills in the country. (✓)

- A means to provide training opportunities (✓) in order to meet the demands of the 4th industrial Revolution. (✓)
3. Marks should be awarded as follow: THREE marks each (✓✓✓) for TWO well-explained responses.

You could...

- Undergo psychometric tests/do online career exploration tests (✓) in order to ensure that you match the interests/aptitude/personality traits needed for an entrepreneur (✓) and this may give you a clear indication whether you have the suitable attributes to become an entrepreneur. (✓)
- Job shadow other entrepreneurs/small business enterprises in your immediate community (✓) which may expose you to the everyday issues an entrepreneur has to face (✓) and in this way it may help you to determine whether you will be able to cope with the reality of this career. (✓)
- Go for specialized informal training sessions/attend expos and small business indabas (✓) where you may gain the necessary background knowledge about entrepreneurship (✓) which may help you to determine whether being an entrepreneur is in fact your niche/resonates with you. (✓)
- Do beginner courses on financial/basic resource/risk/natural resource management/record-keeping (✓) in order to decide whether you have the ability to manage to manage these critical aspects (✓) and in this way you may determine whether you will be able to deal with the challenges and successes of entrepreneurship in this regard. (✓)
- Do tests on a range of scarce skills/critically assess your skills, e.g. particular marketing/computer skills (✓) which are essential to succeed in this field () and in this way you may ensure that you have what it takes to effectively manage a business. (✓)
- Have one-on-one conversations with your possible target market (✓) which may help you to uncover obstacles in your niche market (✓) and in this way you may have an opportunity to experiment in dealing with these realities beforehand. (✓)
- Find out small business forums that you could attend () which may be related to the services that you plan to offer (✓) and in this way you may gain valuable information to help confirm whether this is your calling. (✓)

[15]

QUESTION 6

1. Marks should be awarded as follow: ONE mark (✓) for the definition and ONE mark (✓) for each TWO reasons.

Definition:

Unsafe sexual behaviour could include...

- Having unprotected sex with one/multiple sex partners. (✓)
- High-risk sexual behaviour that may cause unplanned pregnancies. (✓)
- Put people at risk of attracting sexually transmitted infections (STIs). (✓)
- Unprotected sexual practices/contact. (✓)
- Engaging in sexual activities before being emotionally mature enough to deal with the consequences thereof. (✓)

AND

Reasons:

- Males may want to show that they are macho/manly/masculine/fearless/brave/bold/daring/always in control. (✓)
- Females may still feel that they have to be submissive to males (especially older males)/the dominant gender. (✓)
- People may agree to unsafe sex in order to 'keep'/not lose their partners/keep their partners happy/not aggravate their partners/avoid conflict. (✓)
- Traditional/religious beliefs may still play a huge role. (✓)
- Sexual partners may blindly trust each other/refrain from talking about the issue of safe and unsafe sex. (✓)
- Parents who are not taking responsibility/feeling comfortable to have open discussions with their teenage boys/girls about the topic. (✓)
- Adults/people who are regarded as role models in today's society who are failing to uphold the moral values. (✓)
- Young people may not feel comfortable to access the available services/resources in support of safe sexual activity. (✓)
- Young people may want to experiment/be under peer pressure to conform with the 'norm'. (✓)
- Young people may be under the influence of substances which may be a contributory factor to risky behaviour. (✓)
- Unfriendly/unavailable/inaccessible teenage health series. (✓)
- You people trapped in relationships with older men or women where they are unable to negotiate safer sex. (✓)

- Youth involved in transactional relationships where money is used as a bargaining chip. (✓)

2. Marks should be awarded as follows: TWO marks(✓✓) for each of the THREE well-explained responses.

Unsafe sexual behaviour could...

- Negatively impact on one's ability to make effective choices with regard to one's life goals(✓) which may (one of the following qualifiers):
 - o Infringe on/delay the plans that one may have had for one's future career. (✓)
 - o Prevent one from taking action to pursue one's career goals. (✓)
 - o Cause one to miss one's actual purpose in life by not aspiring to your full potential. (✓)
- Pose serious consequences to a person's emotional and physical health (✓) which may (one of the following qualifiers):
 - o Cause one to not be able to lead the fulfilling /happy and healthy life as desired/planned/foreseen. (✓)
 - o Impact on one's ability to achieve the desired quality of life as hoped for. (✓)
 - o Lead to one having a much shorter life span than the norm. (✓)
 - o Impact on one's ability to be a productive worker as per societal expectations. (✓)
- Impede/hinder one's chances of meeting one's proposed life partner () due to the fact that one is living a promiscuous life. (✓)
- Jeopardise one's opportunities to bud and sustain positive relationships with the most important people in one's life(✓) since we need family and friends as support systems to help us moving forward in life/achieve our life goals. (✓)
- Prevent one from taking control of one's own life (✓) which may make it difficult for one to manage one's life in the best possible way. (✓)
- Tarnish your image () thereby causing you to lose respect for yourself/self-worth. (✓)
- Damage your reproductive system (✓) thereby jeopardizing your prospects of having children in the future. (✓)
- Put your future children at risk of being born with STIs/HIV and AIDS (✓) which may put unnecessary financial/emotional/physical strain in you as a parent. (✓)

- Taint your image in society (✓) as people may see you as having no/loose morals. ()
- Open you up to abuse (✓) because people may see you as being cheap and available for sexual favours. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

The media could...

- Refrain from posting/airing advertisements/films/film series which might promote improper sexual activities/behaviour in general (✓) and in this way young people may have less exposure to ideas that may spark immoral behaviour (✓) thereby reinforcing the awareness of healthy sexual behaviour instead. (✓)
- Place stronger restriction on the printing/posting/airing of explicit pictures/statements/scenes (✓) so that young people may not exposed to provocative material (✓) and in this way they may not be influenced into thinking that such behaviour is the norm. (✓)
- Cease from sensationalising/creating a hype on the immoral behaviour of people/celebrities (✓) but rather place emphasis on condemning it (✓) and in this way it may inspire ethical behaviour amongst the youth. (✓)
- Block/not allow people on social media platforms who continue to violate sexual moral codes (✓) which may send out a strong message that such appalling conduct will not be tolerated by all in society (✓) and in the way young people may be encouraged to follow people who display more decent/virtuous/honourable behaviours. (✓)
- Do more stringent screening of offensive sexual material/information that are being allowed to go viral/be spread (✓) which may then protect young people from being exposed to such indecent information/material () and in this way they may not be confused by conflicting messages by the media that may encourage risky behaviour. (✓)
- Do away with pornographic websites that fuels the on-going dreadful activities of people (✓) so that young people may know that such actions are indefensible (✓) and in this way young people may be certain about acceptable sexual behaviour. (✓)
- Restrain advertisers from sexualizing any particular gender as sexual objects to sell a product (✓) so that sexual violations against any gender may be prevented (✓) and in this way they may know that it is wrong to be sexualized/sexually abused. (✓)

- Introduce abstinence campaigns (✓) whereby young people may be encouraged to abstain from sexual activities as long as possible () and in this way they may enjoy a healthier youthful life for a longer time. (✓)
- Support condom campaigns (✓) in order to encourage safer sexual behaviour amongst those who are already sexually active () and in this way young people may be encouraged to take responsible for their actions. (✓)
- Introduce programmes on sexuality and reproductive health (✓) thereby educating the youth on how to take care of their health (✓) and in that way encourage them to make informed decisions regarding sexual behaviour. (✓)

[15]

TOTAL SECTION C: 30

GRAND TOTAL: 80

MARKING GUIDELINES CAT 2019

SECTION C

QUESTION 4

1. Marks should be awarded as follows: ONE mark (✓) for the social responsibility and TWO marks (✓✓) for a well-explained response.

Possible social responsibilities of municipalities could include the following:

- Offering intervention programmes/run campaigns/events to address social issues, e.g. (any ONE of the following)
 - o Poverty. (✓)
 - o Women and child abuse. (✓)
 - o Substance abuse/physical abuse. (✓)
 - o Home-based care services/activities for the elderly/sick. (✓)
 - o HIV and AIDS/tuberculosis (TB) malnutrition. (✓)
 - o Gangsterism/crime/harmful/risky behaviour towards others/oneself. (✓)
 - o Gender-based violence/bullying. (✓)
 - o Suicide prevention. (✓)
 - o Road safety. (✓)
 - o Safe practices with regard to male/female circumcision/health. (✓)
- Offering funding for educational/intervention programmes on, e.g. __ (one of the following) to support parents/guardians.
 - o The importance of early childhood development/parenting/supporting their school-going children. (✓)
 - o Skills to support/be tolerant towards family members/friends who are addicted to substances. (✓)
- Initiating youth awareness programmes on their responsibility towards society at large during school holidays, e.g. voluntary community services/how risky behaviour may affect society at large/responsible use of social media platforms/delayed sex/abstinence/sexuality. (✓)
- Any other relevant response for ONE mark.

AND

How mismanagement of public funds through fraud and corruption could affect social development:

- The existing/current high level of social inequality within a community may not be addressed (✓) and this may widen the gap between the privileged and the less privileged/restrict the equal spread of social power/positions even further. (✓)

- There may be less financial and other necessary resources available for the delivery of social services in the community (✓) which may further impoverish certain community groups. (✓)
- Social ills/issues in the community may not be attended to (✓) and this may lead to further decay of moral values in communities (✓)
- The socio-economic situation in communities may deteriorate/worse () which may hamper the social-economic growth of the different social groups. (✓)
- Improving the lives of previously disadvantaged groups in society may be neglected () which may lead to further deprivation of the rights of these marginalized groups. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

Municipalities may still mismanage funds due to:

- Possible improper monitoring and evaluation processes by provincial and national government structures (✓) which may cause local government officials to become careless about proper financial management. (✓)
- Workers responsible for the managing of funds who may not be qualified/capable/competent to do the job (✓) which may result in them not adhering to the financial processes that should be followed/being unable to implement policies. (✓)
- Malfunctioning/non-existent/poor leadership within local municipal structures that is making it impossible to holding guilty parties accountable (✓) hence they are not ensuring that those not following the rules of the financial processes, bear the consequences of their actions. (✓)
- A culture of favouritism/nepotism/cronyism/biasness which may still exist within manage/control public funds. (✓)
- The possibility of whistle-blowers being threatened with dismissal/death/assault or harm to their families (✓) and in this way the offenders ensure that they are not exposed. (✓)
- Abuse of power of those in management positions that may still exist (✓) since managers may not want to follow proper protocol/procedures in dealing with financial irregularities as it may reflect badly on them as managers. (✓)

- Government policies on financial processes not being followed (✓) as a result of political representation which may keep offenders/unqualified officials in those positions despite not delivering on their responsibilities. (✓)
- Colleagues/whistle-blowers being bribed () and as a result the offenders may continue to misuse funds. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

Community members could/should...

- Attend the quarterly ward meetings where financial reports are discussed (✓) thereby using the opportunity to gain insight into the financial reports, (✓) which may provide them with proof/grounds for action to be taken to eliminate/combat wasteful expenditure. (✓)
- Familiarise themselves with the structures within the municipality () thereby empowering themselves to follow applicable protocol in opposing actions of mismanagement of funds (✓) and this may ensure that they know how to go about reporting incidents of mismanagement. (✓)
- Direct their concerns/questions about suspected misuse of funds to municipal managers at any given time (✓) thereby ensuring that managers are made aware of such conduct (✓) and this may ensure that officials may be held accountable to spend money responsibly. ()
- Submit petitions/appeals to their municipal managers (✓) to address the misconduct of offenders (✓) and this may ensure that financial policies/municipal laws are applied at all times. (✓)
- Make phone calls/write letters/visit municipal officials (✓) to request them to look into issues of mismanagement/misuse of public funds that they may become aware of (✓) and in this way municipal officials may be aware of the public eye on any misconduct regarding the management of public funds. (✓)
- Require representation on the financial committees of voluntary community members who are knowledgeable about financial matters (✓) to be part of the decision-making processes regarding financial expenditures (✓) and in this way they may be able to monitor proper management of public funds. (✓)
- Nominate youth councillors with an educational background on financial management (✓) who may be

able to offer fresh and innovative ways to counteract the misuse of public funds (✓) and in this way they may bring solutions to ensure proper financial management within the municipal structures. (✓)

- Exercise their democratic right as responsible citizens (✓) by being more vocal against the improper channelling of public funds (✓) and this may guarantee tighter financial control over the funds allocated for services to be delivered to the local community. (✓)

[15]

QUESTION 5

1. Marks should be awarded as follows: ONE mark for the definition (✓) and ONE mark (✓) for each benefit.

Definition:

A campaign is...

- A series of actions for or against situations with the intention to bring about positive change. (✓)
- Activities/organised actions in a community that are aimed at achieving particular goals in society. (✓)
- Planned events that people engage in over a period of time in order to achieve a particular result. (✓)
- Any other relevant response for ONE mark.

AND

Benefits:

It may give the youth an opportunity to...

- Share their experiences/ideas on the risks of substance abuse. (✓)
- Become aware of the negative consequences of abusing substances. (✓)
- Be a proof of the harmful effects that the misuse of substances may have on a person. (✓)
- Understand the impact of substance abuse from the point of view of their peers. (✓)
- Create a platform for other youth to speak about/deal with issues that are difficult to discuss with their parents/family/guardians. (✓)
- Be a living witness that it is possible to change one's life around. ✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

NOTE TO TEACHER:

Possible answers could be:

- Substances may be easily accessible to learners in schools/drug lords may have dealers inside the school (✓) which may lead to the temptation to want to explore the experience of using substances. (✓)
- A lack of monitoring on the schools grounds by school authorities (✓) may make it easy for learners to access and start using there illegal substances. (✓)
- Most schools do not have preventative measures in place (✓) which may make it easier for dealers to reach vulnerable learners. (✓)
- Some schools may not do regular reviews of the security measures they already have in place to assess the effectiveness thereof (✓) which may still give unauthorised members of the public access to the school premises. (✓)
- A lack of education about the dangers of substance abuse in most schools (✓) may result in learners not being aware of the facts on the matter. (✓)
- Due to academic/peer pressure/personal issues (✓) some learners may resort to start using substances as a coping mechanism. (✓)
- A lack of support from the school community in protecting learners from community members who are making the substances available to these learners () may add to a higher rate of learners who are exposed to these illegal activities. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

The National Department of Social Development could...

- Sensitise/alert the public through local newspapers/pamphlets/billboards/television/social media platforms about the campaigns that will be run within their immediate communities (✓) in order to ensure that the message is spread (✓) and in this way the intended target groups may be reached. (✓)
- Do proper research on the areas that are in most need of such campaigns (✓) in order to develop the best suitable programme for this drive in the specific community (✓) and in

this way it may ensure that the plans speak to/address the needs for that specific community. (✓)

- Assign social workers at schools/on campuses/in specific areas in the community (✓) in order to attend to learners/students/the youth/people who may need counselling/advise while the campaign is in progress (✓) and in this way any possible factors that may work against them could be eliminated, thereby ensuring the success of the programme. (✓)
- Invite parents/family members/friends to support group meetings, (✓) and as a result community involvement is broadened (✓) and in this way may result in a greater support base to the victims, hence ensuring the success of the campaign. (✓)
- Constantly interact with the community by means of social networks, (✓) which may be a viable medium to change attitudes regarding the campaign (✓) and this may influence/inspire a larger number of people to participate in the activities of the campaign. (✓)
- Mobilise the youth to be part of the planning processes of the campaign (✓) which may influence their peers to follow suit (✓) and in this way the youth as one of the target groups may become more involved in the campaign. (✓)
- Establish smaller drives in all the identified communities (✓) to advance the aims/goals/objectives of the campaign (✓) and in this way certain aspects of the programmes may work more effectively in smaller groups. (✓)
- Create awareness of the campaign at churches/places of worship/community based organisations, e.g. safe houses through distribution of pamphlets/brochures/free newspapers/talks (✓) so that larger groups of people may be more easily reached (✓) and in this way more people may be involved in opposing/combating/fighting substance abuse in their communities. ()
- Roll out anti-substance abuse programmes in educational institutions, () which may assist in identifying and placing learners/students who are addicted to substances into relevant rehabilitation programmes () and in this way the campaign may be effective as early detection and intervention are done. ()
- Provide all necessary details (date, time, venue, purpose) to communities regarding the campaign () in order to ensure that everyone receives the correct information () and in this way the affected parties/relevant people are targeted to participate/join in the campaign. ()

QUESTION 6

1. Marks should be awarded as follows: ONE mark (✓) for the Act and ONE mark each (✓) (✓) for each reason.

Labour Act:

- Basic conditions of Employment Act (BCEA), 75 of 1997 ()

AND

Workers should know the regulations so that they may know...

- What the rules are pertaining to the different types of leave (e.g.) sick/annual/special/maternity/paternity leave). ()
- What required documentation is needed for different leave-taking? ()
- By when the relevant documents should be submitted to the employer. ()
- The rules with regard to the submission of medical certificates for sick leave. ()
- How their salaries may be affected if they exhaust the number of days allocated to the different types of leave. ()
- What the consequences could be should they violate any of the regulations regarding leave-taking. ()

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be...

- The worker may have tampered with the dates/handwriting on the medical certificates, (✓) which may have raised suspicion that the certificates were forged. (✓)
- The employer may have been aware of previous misconducts by the worker, (✓) which may have led to

closer scrutiny of the medical certificates, hence discovering it to be fraudulent. (✓)

- The workers may have submitted medical certificates that were not issued and signed by registered medical practitioners/practitioners who were not registered with the medical board/Health Professionals Council of South Africa (HPCSA), (✓) which then would imply/mean that the certificates were not authentic. (✓)
- There may have been a pattern of poor work attendance by the worker who may have submitted fraudulent medical certificates in the past, (✓) which could have confirmed that he/she has history of not complying with the company's policies/procedures, leading to the employer's conclusion that he/she could have falsified the medical certificates. (✓)
- The medical certificates may not have had all the required information of the medical practitioner, (✓) which is why the certificates could not be accepted as valid. (✓)
- The employer may have made a general inquiry on the worker's visit to the doctor, (✓) which could have indicated that the information on the medical certificates was not reliable. (✓)
- The employer may have found evidence on social media/through co-workers that the worker was actually engaged in social activities at the time of being supposedly sick (✓) which then verified that the medical certificates did not reflect his/her true medical condition he/she claimed to have had. (✓)
- The medical certificates may have been from a practitioner known to issue fraudulent certificates (✓) which then may have raised concerns that the certificates were not legal. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

Employers could...

- Regularly emphasise the expectations for attendance at work (✓) so that all workers may be clear on the matter at all times (✓) and this may ensure that they may always make responsible decisions regarding work attendance. (✓)
- Enforce the work attendance policy consistently (✓) so that workers may realize the seriousness thereof (✓) and

in this way there may be more discipline with regard to attendance in the workplace. (✓)

- Ensure that all workers know what to do when they are to be late/miss a day (✓) so that they may follow proper procedures (✓) and this may guarantee that their absence from work does not negatively affect their productivity. (✓)
- Assess the amount of paid time-off allowed, (✓) which may reduce planned/unplanned absence from work (✓) and this may enhance their dedication to their work. (✓)
- Consider introducing employee wellness programmes (✓) which may help reduce work/personal stress (✓) and in this way they may develop a positive approach to work. (✓)
- Work towards keeping workers engaged with interesting work projects (✓) which may allow them to apply innovation/creativity (✓) and this may keep them motivated at their work. (✓)
- Have wellness call centres where workers could seek assistance confidentially, () which may encourage them to talk to someone about their personal/work-related problems affecting their work negatively (✓) and this may prevent them from staying absent from work as a coping mechanism. (✓)
- Offer professional counselling services (✓) which may help workers to cope with the specific aspects that are causing them to be absent from work (✓) and in this way they may be able to carry out their duties/responsibilities as expected in their job contracts. (✓)
- Monitor how workers use their leave (✓) which may help them to manage their leave better (✓) and in this way they may be able to plan their leave in line with their work responsibilities. (✓)

[15]

TOTAL SECTION C: 30

GRAND TOTAL: 80

MARKING GUIDELINE SUPPLEMENTARY 2015

SECTION C

QUESTION 4

Candidate's response must be in essay form.

1. Marks should be awarded as follows: ONE mark (✓) for a brief definition of online recruitment. **AND** ONE mark (✓) each for any TWO ways online recruitment may assist companies.

Definition:

- Online recruitment is when companies/organisations use Internet technology/web-based tools to advertise vacant posts on the web to target online job seekers. (✓)
(1)

TWO ways in which it may assist companies/organisations to find suitable employees.

Online recruitment is:

- Cost effective as most sites post free advertisements. (✓)
- Quicker than the conventional process. (✓)
- More accessible to job seekers. (✓)
- Very transparent as it is accessible to all people. (✓)
- More effective as it gives you a bigger audience and hence a better chance of success finding a suitable employee. (✓)

2. Marks should be awarded as follows: TWO marks (✓✓) for each well-explained step.

Finding suitable applicants

- The company identifies the need for a suitable person for a specific position and advertises it in the media. (✓)
- Job seekers that are interested in the position complete an application and submit it to the company on a due date✓

Processing the applications

- All applications are evaluated to determine if they meet the criteria of the advertised position. (✓)
- The company will place the most suitable candidates on a short list and invite them to come for an interview. (✓)

Interviewing and appointing suitable candidates

- During the interview the panel will ask candidates questions to determine if they are suitable for the position. (✓)
- After the interview the panel will recommend the most suitable candidate to be appointed and will inform him/her in writing. (✓)

3. Marks should be awarded as follows: TWO marks (✓✓) each for any THREE well-explained reasons.

Possible responses could be:

- Improper online comments may give a prospective employer a negative image of you, (✓) thus making the employer hesitant to consider you for the job. (✓)
- Improper online pictures may give a prospective employer a negative image of you, () thus making the employer hesitant to consider you for the job. (✓)
- Too many personal posts/constant social commentary may create a frivolous/shallow image of you (✓) and this may influence the employer to think that you are not a professional persons. (✓)
- Most online posts have a timeline/history (✓) and the future employer can easily determine if you are regularly posting online content during work hours rather than doing your job. (✓)
- Revealing confidential information about your current employer online, (✓) will cause prospective employers to doubt your credibility or regard you as not trustworthy. (✓)
- Bad-mouthing your current employer/colleagues online will portray you as disloyal or a trouble-maker, (✓) and future employers may not be willing to hire/appoint you. (✓)

[15]

QUESTION 5

The candidate's responses must be in essay form.

Write an essay on interpersonal conflict.

1. Marks should be awarded as follows: TWO marks (✓✓) for indicating difference between positive and negative stress. **AND** ONE mark (✓) for link between life crisis and positive stress.

Difference:

- Positive stress is the stress that motivates you, encourages you and makes you push yourself. (✓) and negative stress is the stress that makes you feel unable to cope with the pressure of the stressors negatively affecting relationships. (✓)

LINK

- Life crisis, such as the death of the breadwinner or parent losing a job can motivate a child to work hard at school succeed in a career. (✓)

NOTE: A learner may provide an example of any life crisis, but must show the link between positive stress and the life crisis.

2. Marks should be awarded as follows: TWO marks (✓✓) each for THREE well-formulated responses.

Possible responses could be:

- A person with a **passive (introvert) personality:**
 - o Cannot make his/her own decisions/which is more likely to make him unable to cope with interpersonal conflict. (✓✓//) **OR**
 - o May suffer from a loss of confidence and self-esteem and may be unable to communicate effectively in a conflict situation. (✓✓ **OR**
 - o May allow his basic human rights to dignity and respect to be ignored and may be powerless to defend his/her point of view in a conflict situation. (✓✓)
- A person with an **aggressive (bully) personality:**
 - o May try to solve conflict by hurting others either verbally or physically and this may escalate the conflict. (✓✓) **OR**
 - o May be rude and uncompromising and does not leave room for negotiation or discussion in a conflict situation. (✓✓)
- A person with an **assertive (extrovert) personality:**
 - o May be able to relate well with most people because he/she may be considerate of the feelings of others when dealing with conflict. (✓✓) **OR**
 - o May be able to effectively express his/her own opinions and this may help to successfully address conflict situations. (✓✓)

3. Marks should be awarded as follows: TWO marks (✓✓) each for THREE well-explained responses.

Possible responses could be:

Avoiding conflict

- Avoiding conflict is an attempt to avoid directly confronting the issue at hand (✓) and is a temporary measure to buy time and does not solve the conflict. (✓)
OR

- Sometimes avoiding conflict is done by removing yourself from the people who cause conflict (✓) and if you are to meet or relate with the same people again for a particular purpose, the conflict may erupt again. (✓) (2)

Competing with one another

- Competing is when the concerns and positions of others are ignored when one tries to win the argument and this will not resolve conflict (✓) because either those you compete with fight back or simply give in for the sake of peace. (✓) (2)

Compromising your viewpoint

- Compromising your viewpoint is not effective because even though one agrees in the interests of peace, one may still harbour ill feelings (✓) that can surface again if the parties continue to have contact with each other. (✓)

[15]

QUESTION 6

Candidate's response must be in essay form.

1. Marks should be awarded as follows: ONE mark (✓) each for three relevant reasons.

Possible reasons could be:

- The **recurring prevalence** of new HIV infections, unwanted pregnancies, mother to child transmission of HIV, chronic diseases and gender-based violence has moved SANAC to come up with another campaign called ZAZI. (✓)
- SANAC has realised that **current campaigns are not effective** in addressing challenges of lifestyles diseases and gender-based violence (✓)
- SANAC saw ZAZI campaign as an opportunity to **combine the efforts of different campaigns**. (✓)
- SANAC has to **adhere to the public outcry for assistance** in dealing with challenges of lifestyle diseases and gender-based violence. (✓)

2. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

Positive ways:

- The effectiveness of the campaign will be hampered (✓) by the size and composition of the target group. Since the target

group is too big and too diverse () they may not be able to meet all people as they intend to do. (✓)

- The number of objectives will have a negative impact (✓) on the success of the campaign. In this campaigning there are a variety of objectives that will be difficult to coordinate (✓) resulting in negligence of some of the stated objectives. (✓)

(3)

OR

Negative ways:

- The campaign will be successful (✓) because it has a large and diverse target group (✓) and it will reach out to many people. (✓)
- The campaign has four broad objectives which will have a positive impact on the success of the campaign (✓) as it will be able to address many objectives at once (✓) as opposed to different campaigns addressing individual challenges.

(3) (6)

3. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained evaluations.

Possible responses for the success of the campaigns:

If the youth have a positive attitude towards the campaign and want to effect change in the community they may?

- Mobilise youth members to contribute to the success of a campaign (✓) by putting pressure on their peers to follow suit. (✓)
- Interact with other youth by means of social networks, (✓) which may be a valuable source to change attitudes and share information. (✓)
- They may encourage participation in activities related to the campaign (✓) which may influence a large number of learners. (✓)
- Encourage/inspire parents and family members to become involved as well, (✓) thus broadening community involvement. (✓)
- Establish smaller campaigns in their own communities (✓) to advance the ideals of ZAZI. (✓)
- Create awareness of the ZAZI campaign in their schools, church groups or communities through distribution of ZAZI pamphlets (✓) so that people become more involved in the campaign. (✓)

Possible responses for the failure of the campaigns:

If the youth have a negative attitude towards the campaign and do not want to effect change in the community they:

- Will tend to distance themselves from taking responsibility for the community, (✓) and will shift the responsibility to adults/others. (✓)
- May not be interested in the challenges addressed by the campaign, (✓) thus may not become involved. (✓)
- May feel that if they are part of a campaign they may be alienated from their peers, (✓) and they may have an indifferent attitude towards the campaign. (✓)
- May feel violated if the campaigns use their social network sites to create awareness (✓) as it impacts o their privacy. (✓)
- May discourage participation by other youth (✓) and this may hinder youth involvement in the campaign. (✓)
- May campaign against the ZAZI initiative () thereby creating confusion and uncertainty regarding the campaign. (✓)

NB: If learners comment on both the success and failure, their responses should be credited.

[15]

TOTAL SECTION C: 30

GRAND TOTAL: 80

MARKING GUIDELINE (CAT) 2015

SECTION C

QUESTION 4

Candidate's response must be in essay form.

1. Marks should be awarded as follows: ONE mark (✓) each for THREE challenges.

Possible responses could be:

- There may be no/lack of transport to and from the place of work. (✓)
- One may have inadequate finances to meet the cost of living. (✓)
- There may be no/lack of suitable accommodation. (✓)
- Separation from friends and family may be stressful and traumatic. (✓)
- Interaction with new people/colleagues at the workplace may be overwhelming. (✓)
- There may be concerns for one's personal safety and security. (✓)
- One may experience difficulties with household chores (cooking, cleaning, laundry, etc. (✓)
- One may be unable to manage one's budget (paying rent, lights and water, grocery shopping, etc. (✓)

2. Marks should be awarded as follows: TWO marks (✓✓) each for THREE well-explained points of advice.

Possible responses could be:

- Recognise that the work environment is different from school (✓) so that you can be flexible in dealing with changed circumstances. (✓)
- Use the skills that you have gained from previous experiences of change (✓) so that you can easily identify and work through challenges in the work environment. (✓)
- Stay alert at the workplace (✓) so that you are aware of what is happening around you so that you can quickly adapt to any new circumstances. (✓)
- Embrace change (✓) so that it will enable you to develop and accept challenges in the work environment. (✓)
- Ask other people in the workplace to share their experiences regarding change (✓) so that you can learn from them. (✓)
- Look at every challenge as an opportunity to grow (✓) as change provides you with new opportunities. (✓)
- Regard change as an opportunity to improve your self-confidence (✓) as you will become proud of your accomplishments in our new work environment. (✓)
- Allow yourself time to settle down and adjust in the workplace (✓) as rushing the process will cause unnecessary stress. (✓)
- In addition to work activities, keep up with other routine things in your life like sport, community work or other interests, () as they will make the changes feel less overwhelming. ✓)

- Maintain open communication channels in the workplace (✓) so that you can be acquainted with the occurring changes. (✓)

3. Marks should be awarded as follows: TWO marks (✓✓) each for ONE well-discussed response in each component.

Possible responses could be:

Diet and nutrition

- Eating regular, healthy and balanced meals (✓) will provide your body with the necessary nutrients to stay healthy. (✓)
- Drinking enough water to avoid dehydration (✓) will keep you energised so that you will be able to complete task/activities. (✓)

Relationship with friends and family

- Maintaining good relationship with our family (✓), as they will provide a reliable support network during periods of change. (✓)
- Keeping in touch with your friends by phone/email/social media and also try to set up time to see them face to face (✓) as they will be able to listen and support you during the time of change. (✓)
- Opening up to new friends/joining social clubs/developing new friendships (✓) as this will broaden your social support network and you will feel less isolated. (✓)
- Spending quality time with family and friends (✓) will help minimise the challenges and problems you may encounter. (✓)

Recreation and relaxation

- Participating in physical activity will help you to maintain your physical fitness and boost your immune system, (✓) thus keeping you healthy. (✓)
- Engaging in other activities like dancing/listening to music/reading a book (✓) can help to refresh your mind and body and bring balance to your life. (✓)
- Getting enough sleep (✓) may assist your mind and body to recuperate in order to have a fresh outlook on life. (✓)
- Relaxing and engaging in leisure activities (✓) help you to enjoy life and relieve s the stress that you may experience. (✓)

[15]

QUESTION 5

1. Marks should be awarded as follows: ONE mark (✓) for the definition. **AND** TWO marks (✓✓) for the reason

Possible responses could be:

- A lifestyle disease is usually associated with poor diet, smoking, substance abuse and lack of exercise. (✓)

OR

- A lifestyle disease is brought about unhealthy habits and/or behaviour. ✓ (1)

AND

- TB is seen as a lifestyle disease because it mainly affects low-income people who follow a poor diet which makes them more vulnerable to the disease. (✓✓)
- If affects low-income people living in crowded areas with poor ventilation and unhygienic conditions which allow for the disease to spread more easily from person to person. ✓✓

2. Marks should be awarded as follows: TWO marks (✓✓) each for THREE reasons.

Possible responses could be:

- TB (Tuberculosis) emanates from the way in which people live and interact with the environment. (✓) For example, the proper the community, the more overcrowded homes become and members are more likely to infect one another with TB. (✓) (2)
- In poor communities there is a lack of or there are poor basic health services (/) which all contribute to the spread of TB and its impact upon the community. (✓) (2)
- With no health services to diagnose or treat patients, (✓) there is a longer delay between disease and cure, perpetuating the spread of TB. (✓) (2)
- Poverty may make it difficult for people to take their TB medication as prescribed and to follow up regularly on their treatment, () thus causing multi-drug dependency and extreme multi-drug resistance TB. (✓) (2)
- Poverty leads to poor nutrition and diet (✓) and this may then weaken the immune system and increase the chances of TB infection. (✓) (2)
- Poor communities may have lower levels of education on health issues (✓) and may not be able to recognise the symptoms early and get appropriate help. (✓) (2)

- Poor sanitation and no/lack of clean drinking water (✓) could lead to✓ the spread of the disease. (✓)
(2)
- Poor communities may not have sufficient funds to afford specialist treatment that are available in private hospitals and clinics (✓) and hence may not get the best possible treatment.
✓

3. Marks should be awarded as follows: TWO marks (✓✓) each for THREE suggestions.

Possible responses could be:

- The local government (Departments of Health, Agriculture, and Education) should promote and support programmes which will encourage community members to have vegetable gardens that will produce nutritious food. (✓)
- Local government should support communities to ensure clean drinking water and proper sanitation. (✓✓)
- Local government should provide recreational facilities that would promote and encourage engagement in physical exercises which may help build the immune system and reduce TB infections. (✓✓)
- Community members should be encouraged to clean their surroundings, wear clean clothes and drink clean water as these will prevent the spread of diseases. (✓✓)
- Enlist local businesses to help assist the poor in maintaining basic physical infrastructure, such as housing and sanitation. (✓✓)
- Provide educational programmes to educate the community about TB so that people are more knowledgeable about the disease. (✓✓)
- To organise media campaigns to promote awareness about TB. (✓✓)

[15]

QUESTION 6

1. Marks should be awarded as follows: ONE mark (✓) for definition of informal jobs. **AND** TWO marks (✓✓) for an innovative counteracting measure.

Possible responses could be:

- Informal jobs are those that are not registered with the Department of Labour/South Africa Revenue Service (SARS). (✓)

OR

- Informal jobs are those that fall outside of the formal economy. (✓)

OR

- Informal jobs are those that fall in the informal sector of the economy. (✓)

NOTE: Learners should not be credited for providing examples of inform jobs. (1)

AND

- it is innovative because it:
 - o Helps you to become an entrepreneur
 - o Helps you to earn your own money and you don't need to share your profit
 - o Absorbs additional labour when the economy is low
 - o Reduces poverty
 - o Creates more jobs

2. Marks should be awarded as follows: TWO marks (✓✓) each for THREE well-explained challenges.

Possible responses could be:

- People in informal jobs have no employment security. (✓✓)
- They are self-employed with no guaranteed remuneration/profit. (✓✓)
- Those employed have no basic benefits such as pension or medical aid contributions or a written contract of employment. This puts them at a serious disadvantage when they get sick, old or want lodge an employment dispute. (✓✓)
- They are exposed to criminal activity which may sometimes impact negatively on their businesses. (✓✓)
- They exposed to greater financial risks as they do not have any support systems. (✓✓)
- They do not have any benefits such as sick leave, maternity leave, etc. and are forced to carry on working in spite of any sicknesses. (✓✓)
- There is greater competition among themselves and big businesses and they may lose profits in the process. (✓✓)
- They may also become easy targets for vandalism and looting of their businesses when there are unrest/criminal activities/marches/strikes. (✓✓)

3. Marks will be awarded as follows: TWO marks (✓✓) each for THREE well-explained strategies.

Possible responses could be:

- Local businesses can use the services (✓✓) of informal businesses such as transport, catering, printing and distribution facilities. (✓✓)
- The local business can help informal job owners by providing a place for them to do business, for example, a place to sell their products. (✓✓)
- Local businesses can help the informal job owners by conducting workshops on saving money, budgeting and management of finances. (✓✓)
- Local businesses can provide loans for the prospective informal job owner to start a business. (✓✓)
- Or any other suitable strategy for TWO marks (✓✓) each.
(3x2) (6)

[15]

TOTAL SECTION C: 30

GRAND TOTAL: 80

MARKING GUIDELINE (CAT) 2017

SECTION C

QUESTION 4

1. Marks should be awarded as follows: ONE mark each (✓) for THREE RESPONSES.

Possible answers could be:

- The community may be ignorant/not aware of the dangers of waste dumping. (✓)
- There could be a lack of/insufficient refuse/rubbish bins for dumping/dumping sites. (✓)
- Non-existing municipal services. (✓)
- It could be the result of overflowing refuse/rubbish bins which are not collected and cleaned out on a regular basis. (✓)
- The municipality may not have enforced by-laws on community responsibilities towards public health. (✓)
- Lack of accountability, monitoring and supervision by municipality. (✓)
- It may be as results of municipal striking workers dumping waste in streets. (✓)
- It may be due to convenience/laziness/a lack of a sense of responsibility of the waste dumpers. (✓)

2. Marks should be awarded as follows? TWO marks each (✓✓) for THREE well-explained responses.

Possible answers should be:

- Children who are playing with used bandages and needles dumped by the health clinic (✓) may become injured/infected/killed by it. (✓)
- Children drinking from discarded/broken medicine bottle from the health clinic's waste (✓) may be injured/poisoned by it. (✓)
- Cattle and other livestock/animals/birds may choke (✓) if they eat plastics. (✓)
- Broken bottles may cause injuries or could be used as weapons (✓) to do harm to other people. (✓)
- Those who eat rotten food (✓) may contract food poisoning (✓)
- Flies from rotten food and rubbish (✓) may spread disease/cause health hazards. (✓)
- Dumping will pollute the land (✓) and make it unattractive/inhabitable/affect tourism negatively. (✓)
- Dumping will pollute water/obstruct the flow of water (✓) creating a breeding ground for insects/bacteria causing the spread of diseases/killing water life. (✓)
- The strong smell of rotten food and rubbish (✓) will cause air pollution (✓)
- Gasses from the rotten food/rubbish (✓) may lead to respiratory problems/asthma. (✓)

3. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

The municipality could...

- Clean up the area (clean-up campaigns), (✓) then place sign boards warning people against illegal dumping. (✓)
- Place signs stating penalties (✓) for those who continue to dump waste illegally. (✓)
- Make community members aware (✓) of the financial implication of illegal dumping on tax payers/municipal budgets/devaluation of property/homes. (✓)
- Provide enough series/resources (rubbish bins/steel drums/cardboard boxes) (✓) in which community members can dump their rubbish. (✓)
- Providing recycling bins (✓) so that hazardous materials can be disposed of in a responsible manner. (✓)
- Engage the community policing forum (✓) to enforce compliance. (✓)

- Place posters at health facilities (✓) on proper disposal of medical waste. (✓)
- Distribute pamphlets (✓) of by-laws on public health and safety in public places. (✓)
- Involve the department of health (✓) to teach school children on health hazards resulting from waste dump. (✓)
- Make extensive use of local media sources such as radio/television/magazines/newspapers or social media (✓) to sustain the awareness of the project. (✓)
- Consistently enforce penalties (✓) so that people will be discouraged from dumping
- Encourage communities to use indigenous knowledge (✓) to dispose of waste material. (✓)

[15]

QUESTION 5

1. Marks should be awarded as follows: ONE mark (✓) for the definition of social factor. **AND** TWO marks (✓✓) for the explanation.

Possible answers could be:

A social factor can be defined as

- Factors that affect our thoughts, interaction and behaviour in social situations. (✓)
- Issues involving people and how people behave in social situations/towards each other/in public. (✓)
- Factors emanating from interaction with other people. (✓)
- Any other relevant response for ONE mark. (✓)

AND

Texting can be classified as a social factor causing accidents because :

- When you are tempted to respond to social calls (including Whatsapp, Facebook, SMSs, etc.), (✓) it clouds your judgement preventing you from driving responsibly. (✓)
- Responding to a social calls (including Whatsapp, Facebook, SMSs, etc.) becomes more important when you are driven by the need to stay connected with people (✓) therefore becoming distracted from driving as main focus. (✓)
- Reading of messages and responding to it means that your eyes are off the road (✓) causing you to miss important signs/objects on the road/potential dangers. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

Teenagers

- Are very innocent/naïve because they think that bad things will never happen to them (✓) therefore they do not think the risks in texting and driving are applicable to them. (✓)
- As young drivers are sometimes overconfident when they drive and feel that they are in control (✓) therefore they do not realise that they are inexperienced and may be more susceptible to the risks of texting and driving. (✓)
- May feel that they are capable of multi-tasking/doing more than one thing at a time (✓) so they see it as a normal way of doing things. (✓)
- Are exposed to peer pressure and they may feel that they always have to prove themselves to their friends (✓) by doing things they know are risky and becoming popular with their friends. (✓)
- May also want to prove that they are not afraid of doing anything (✓) so they take these risks because it gives them a sense of power. (✓)
- Often thrive on making impulsive decisions (✓) and as a result they do not think things through and take more calculated risks. (✓)
- May fear missing out on things and want stay up to date/ may have compulsive/addictive behaviour regarding texting (✓) therefore they ignore risk and continue to use their phones (✓)

3. Marks should be awarded as follows: TWO marks each (✓✓) for THREE WELLEXPLAINED RESPONSES.

Possible answers could be:

- Design a t-shirt with a slogan (✓) to support this initiative of not texting and driving. (✓)
- Create bumper stickers (✓) to sustaining the awareness on not texting and driving. (✓)
- Create a motto/rap songs for teen drivers to live by (✓) that will remind them of the value of their own lives and those of others. (✓)
- Use teen drivers in advertisements/role plays/dramatizations (✓) to warn against dangers of texting and driving. (✓)
- Broadcast news flashes on local radio (✓) to reach teen drivers busy driving and listening to the radio. (✓)
- Encourage teenagers to join the Lead SA programme (✓) so that they can pledge to make a difference by not texting and driving. (✓)

- Use #stoptextinganddriving/ #don'ttextanddrive on television programmes and social networks (✓) to increase awareness amongst the public. (✓)
- Emphasising the consequences of texting driving. (✓)
- Invite victims of accidents as motivational speakers (✓) to warn teenagers of the consequences. (✓)
- Poster may be put in public places (✓) to raise awareness of the consequences of driving while texting. (✓)
- Messages on bill boards (✓) may reach teen drivers while driving and alert them to the dangers of texting and driving
- Warning in advertisements could be posted with Please Call Me Messages (✓) to constantly remind teenagers not text and drive. (✓)
- Social media may issue anti-texting and driving messages (✓) that teenager will see when they browse through their posts. (✓)
- Community campaigns against texting driving can be led by teenagers themselves (✓) as messages to their peers would have a greater impact on them. (✓)
- Churches can be used as a platform to discuss the issue with their teenage congregation (✓) as support base to prevent teenagers from taking risks of texting and driving (✓)
- Short 'Your Tube' videos of victims could be shown (✓) to highlight the dangers of texting and driving. (✓)
- In an awareness campaign, show statistics/pictures of accidents caused by texting while driving (✓) to emphasise the consequences. (✓)
- Fines for offenders/demerit system to create awareness/serve as a deterrent/warning for teenagers not to use their cell phones while driving. (✓)

[15]

QUESTION 6

1. Marks should be awarded as follows: ONE mark each (✓) for THREE responses.

Possible answers could be:

- Propaganda for war. (✓)
- Incitement of impending violence. (✓)
- Advocacy of hatred that is based on race, ethnicity, gender or religion (✓)
- Incitement to cause harm. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

If the media is restricted from...

- Exposing human rights violations, (✓) the victims of human rights violations may not be helped. (✓)
- Reporting on unlawful activities or court cases, (✓) the public may not be aware of what is happening on a legal level in the country, (✓)
- Exposing corruption or mismanagement, (✓) culprits may get away with crimes and the economy of the country will suffer. (✓)
- Communicating with/informing/educating people, (✓) the public may not be able to make informed decisions. (✓)
- Giving political information to voters, (✓) they may not be able to make informed decisions about voting. (✓)
- Identifying problems in our country and communities, (✓) actions may not be taken to solve the problems. (✓)
- Promoting debate and discussion, (✓) awareness of important issues may be compromised. (✓)
- Promoting free and fair elections (✓) some parties may be favoured unfairly. (✓)

3. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

The media can involve the citizens by

- Encouraging them to write a petition to the state (✓) against the violation of the right to freedom of expression (✓)
- Encouraging whistle-blowers (✓) to report violation of rights/acts of corruption against journalists. (✓)

- Organising protest actions () ✓ to involve the public for support. (✓)
- Arranging awareness campaigns/projects/events (✓) to educate the public on issues of freedom of speech/expression (✓)
- Including short bulletins/news flashes in newspapers or TV/radio programmes (✓) to highlight their plight to gain support from the public. (✓)
- Having them participating in online discussions and forums with the public (✓) to raise awareness of the violation of their rights. (✓)

The media can involve citizens in protecting their rights by

- Providing a platform for them to exchange ideas (✓) which is crucial to the development of a democratic culture. (✓)
- Exposing cases of intimidation against them (✓) thereby encouraging active and responsible citizenship.

[15]

TOTAL SECTION C: 30

GRAND TOTAL: 80

MARKING GUIDELINE (CAT) 2018

SECTION C

QUESTION 4

1. Marks should be awarded as follows: ONE mark (✓) for defining recreation and ONE mark EACH (✓) for any TWO benefits of participation in recreational activities.

NOTE TO MARKER:

- **The emphasis has to be on participation for FUN / RELAXATION as opposed to competition**
- **NO MARKS WILL BE AWARDED FOR AN EXAMPLE ONLY. Recreations is...**
 - Activities of leisure time. (✓)
 - Leisure activities that people do for enjoyment. (✓)
 - Fun activities people do to maintain/improve their health and well-being. (✓)

- Activities people do to restore and improve their self-image. (✓)
- When you swim/ dance cycle play games for fun/ relaxation. (✓)

AND

TWO benefits of participating in recreational activities.

Possible benefits could include...

- Reducing muscle tension. (✓)
- Helping you to relax not putting pressure on you to compete with anyone. (✓)
- Promoting mental / physical / emotional health. (✓)
- Improving your social skills/well-being. (✓)
- Relieving feelings of anxiety. (✓)
- Giving you an opportunity to do enjoyable activities. (✓)
- Adventure activities that teach the importance of trust and appropriate risk taking. (✓)
- Crating valuable lifelong memories. (✓)
- Building leadership skills through camps and organisations. (✓)
- Promoting sensitivity to cultural diversity. (✓)
- Eliminating loneliness and helping to conquer boredom. (✓)
- Increasing community pride/strengthening neighbourhood involvement. (✓)
- Reducing crime and diminishing gang violence. (✓)
- Meeting friends. (✓)
- Enhancing relationship skills/teaching vital life skills. (✓)
- Offering opportunities for social interaction. (✓)
- Building family unity. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

In some cultures...

- Community responsibilities take priority over recreational activities (✓) as a result taking time for leisure may be seen as selfish. (✓)
- Clothing requirements can restrict involvement in recreational activities (✓) thereby discouraging participation in such activities. (✓)
- Their practices may affect an individual's ability to participate in scheduled recreational programmes (✓) thereby restricting them to participate in any recreational activities. (✓)

- Housewives/ husbands are responsible for all household duties (✓) therefore taking time away for recreation is deemed inappropriate. (✓)
- People's holistic well-being is 'left in the hands of a higher power' (✓) as a result they do not deem it necessary to do any physical activity. (✓)
- Competitive sports are valued more (✓) hence taking part in relaxation activities is regarded as a waste of time. (✓)
- Indigenous/ community games or social activities are encouraged (✓) thereby increasing participation in recreational activities. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

NOTE TO MARKER:

- **In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3-mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**
- **To be awarded the full THREE marks candidates must give a statement, (✓) qualify the statement (✓) and give an outcome. (✓)**

•

Possible answers include:

Young people could...

- **Post video clips taken at recreational events about both genders on social media platforms/ internet blogs** (✓) as a way of motivating both genders to also become actively involved in recreational activities () and in this way more young people may become interested in recreational activities. (✓)
- **Encourage their friends by posting pictures on social media and tagging them** (✓) so as to show how enjoyable/easy recreational activities can be (✓) and this may make them want to participate in recreational activities. (✓)
- **Post time scheduled alerts on their social pages** (✓) as reminders of when followers will be able to stream live footage of recreational activities (✓) and this may make them eager to follow such activities and may spur them to participate. (✓)
- **Share pictures and videos of the health benefits that both genders are experiencing since they started**

participating in recreational activities (✓) so as to encourage other to follow their example (✓) and in this way they may realise that they could also benefit from participating in recreational activities. (✓)

- **Create picture frames displaying slogans that are speaking against passive lifestyles (e.g. 'on strike against passive lifestyles')** (✓) to create awareness on the negative impact that inactive/sedentary lifestyle may have on the overall health of both genders (✓) and this may encourage them to start living a more active lifestyle. (✓)
- **Encourage followers to update their statuses with motivational #hashtag slogans** (✓) as a strategy to promote healthy living (✓) and in this way more young people may be inspired to participate in recreational activities. (✓)
- **Show pictures/ videos / blogs of both males and females participating in the same recreational activities** (✓) as a way of encouraging greater participation by both genders in a variety of activities (✓) then in this way there may be an increased awareness that recreational activities can be enjoyed by both genders.
- **Participate in competitions on television / talk shows on their local radio stations** (✓) to inspire other young people to participate in recreational activities (✓) and in this way more young people may want to participate for fame and recognition. (✓)
- **Create a Facebook /Twitter/ Instagram / WhatsApp page/ group / internet blogs** (✓) in order to introduce both genders to different recreational activities (✓) and this may attract both genders/get them interested in participating in such event. (✓)

[15]

QUESTION 5

Candidate's response must be in paragraphs

1. Marks should be awarded as follows: ONE mark for the form of corruption (✓) and TWO marks (✓✓) for the definition.

Form of corruption:

- Bribe/ Bribery/Bribing (✓)

AND

Definition of bribery:

NOTE TO THE MARKER:

- **Learners must mention monetary/ material gain in exchange for a favour.**

Bribery is...

- The offering/ giving / receiving/ accepting of something valuable (✓) for the purpose of influencing someone in their position of power for an illegal favour. (✓)
- Providing / receiving payment (✓) in order to persuade a person to betray their responsibility to do something unlawful/dishonest for you. (✓)
- Money/ favours given (✓) in order to influence the conduct of a person in a position of trust. (✓)
- Trying✓g to convince someone to do something unlawful/dishonest/illegal for you (✓) by giving them money/gifts/doing favours. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

The consequences of corruption on the person's career may be that...

- The reputation of the persona may be tarnished/ruined (✓) which means that they may find it difficult to be employed again. () ✓
- They could be fined/ charged (✓) and may not be trusted at work anymore. (✓)
- They could face being demoted and this may cause them too not perform up to their level best/full potential/capability (✓) and this may lead to them being first in line to face retrenchment. (✓)
- They may not be considered for any promotional posts (✓) thereby hampering their professional growth/development in their career. (✓)
- They could be imprisoned/sentenced to jail/lose their job/fired (✓) and this may lead to the end of their career. (✓)
- The person could lose their status as a role model/mentor in their career (✓) and this may demotivate them from aspiring to be a role model/mentor in their career again. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

NOTE TO MARKER:

- **In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3-mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**
- **To be awarded the full THREE marks candidates must give a statement, (✓) qualify the statement (✓) and give an outcome. (✓)**

Possible answers could be:

Companies could...

- **Strengthen their standards of integrity / respect / honesty** through company policies and codes of conduct (✓) then these values would be reinforce (✓) which may then make it easier for employees to abstain from engaging in corrupt activities. (✓)
- **Adopt anti-corruption measures** and align these measures with the general legal laws of the country (✓) then people may be more cautious (✓) because they may then be afraid of being subjected to harsher punishment. (✓)
- **Educate workers** on the different types of corruption (✓) which may eliminate ignorance amongst them/they will become more knowledgeable on the issue (✓) and this may help them not to fall victim to acts of corruption so easily. (✓)
- **Allow workers to engage/participate in problem solving** with regard to corruption/identify issues leading to corruption (✓) then there may be shared responsibility in combating corruption (✓) and this may encourage them to take ownership of and be more accountable for their actions. (✓)
- **Use technology (e.g. polygraph machine) to put more effective systems in place to fight corruption** (✓) which may eliminate/lessen opportunities to commit acts of corruption (✓) and in this way fewer people may get involved in acts of corruption. (✓)
- **Punish people as soon as they are found guilty of corruption** (✓) which may discourage future acts of corruption from taking place (✓) and this may decrease the number of people being involved in corrupt activities. (✓)
- **Pay/ compensate worker well** (✓) which may prevent them from supplementing their income in an illegal/unofficial manner (✓) and this may limit corruption in the work place. (✓)

- **Ensure that there is transparency/openness** with regard to spending procedures/budgets/administrative/financial management (✓) which may prevent/create less opportunity for abuse/misuse/mismanagement of funds (✓) and then there will be more accountability by both employers and worker. (✓)
- **Encourage/reward participation in anti-corruption campaigns** in the workplace (✓) which may motivate workers to oppose corruption (✓) and then they will not turn a blind eye to corruption in the work place. (✓)
- **Provide a safe platform for/reward whistle-blowers** () ✓ which may minimise the fear of being victimised for reporting corrupt activities (✓) and people may be more free to report corruption thereby eliminating corrupt activities in the work place. (✓)

[15]

QUESTION 6

1. Mark should be awarded as follows: NE mark (✓) for the definition of heart diseases and ONE mark EACH for any TWO risk factors. (✓)

NOTE TO MARKER

- **Candidates should not be credited for giving examples of heart diseases.**

Possible answers could be:

Definition of heart diseases:

- Abnormalities/ ailments of the hat and blood vessel system. (✓)
- Disorders / abnormalities/ injuries that affect the heart and the way the body circulates blood. (✓)
- Coronary / cardiovascular diseases. (✓)

AND

Risk factors that may contribute to heart diseases:

- Longstanding poor health. (✓)
- Poor metabolic functions. (✓)
- Elevated stress levels. (✓)
- Poor diet. (✓)
- Being overweight (✓)
- Lack of exercise (✓)
- Sedentary / passive / inactive lifestyle. (✓)
- Smoking/ overuse or abuse of alcohol/ substances. (✓)
- It could be genetic / hereditary. (✓)

- Hypertension / high blood pressure low blood pressure / diabetes / cholesterol (✓)
- High sodium intake (✓)
- Malfunctioning thyroid gland (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could be:

A lack of knowledge could cause young people to...

- Be unaware of the signs and symptoms/the fact that they may be at risk of developing heart and circulatory system diseases (✓) and they may not attend to existing health problems.(✓)
- Think that it is not necessary to go for regular check-ups (✓) and hence the disease may not be detected/picked up early enough. (✓)
- Not take precautions for their physical well-being (✓) as they may think that things like heart failure/strokes may not affect them. (✓)
- Think that they are not at risk if they are physically active (✓) as they may not realise that strenuous activities could put more strain on the heart of someone who may not know that they have a heart condition. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses

NOTE TO MARKER:

- **In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3-mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**
- **To be awarded the full THREE marks candidates must give a statement, (✓) qualify the statement (✓) and give an outcome. (✓)**

Possible answers could be:

- Distribute pamphlets / put up posters obtained from local health series at schools (✓) which then makes information easily accessible to all learners (✓) and they may then be able to make more informed decisions about their own health with regard to heart diseases. (✓)
- Organise educational talks / information sessions at school by health professionals (✓) and in this way they may inform and

educate all learners on the topic (✓) which may then give learners an opportunity to engage in discussions on their own health issues which may lead to heart diseases. (✓)

- Arrange with the health department for mobile clinic services to do free testing at school/ in the community (✓) which may the create ample opportunities for all to be tested (✓) and in this way learners may get to know about possible health issues related to the heart at an early stage. (✓)
- Arrange with local pharmacies for free testing once a month (✓) which may encourage them to become more aware of/know their health statuses (✓) and hence they may take necessary corrective actions. (✓)
- Start call-in radio talk programmes / write short new flashes to be broadcasted (✓) which may give people the opportunity to share their stories/ experiences on heat diseases (✓) and thereby creating greater understanding and awareness about heart ailments.
- Creating a page for the school on social media to regularly post information on heart diseases (✓) which may serve as a platform for discussion (✓) and this may contribute to sustaining awareness on the topic. (✓)

[15]

TOTAL SECTION C: 30

GRAND TOTAL 80

MARKING GUIDELINE (CAT) 2020

SECTION C

QUESTION 4

1. Marks should awarded as follows: ONE mark (✓) for each of the THREE responses.

Social pressure could be regarded as a stressor since social groups may pressurize young people to...

- Behave in ways/make decisions that go against the religion/belief system/values they were raised in. (✓)
- Interact more with friends than family/choose friends over family/spend more time with friends than family. (✓)
- Socialize with people much older than themselves/be in a relationship with someone their parents/family may not approve of. (✓)
- Be popular with their friends at the risk of ruining their relationship with their parents/family/guardians. (✓)
- Prove in an unacceptable/inappropriate way to their parents/family that they are independent/mature. (✓)
- Disregard/challenge parental authority. (✓)
- Dress inappropriately/get involved with illegal activities, causing conflict between them and their parents/family members. (✓)
- Behave in ways that may tarnish their name or that of their families. (✓)

OR

Social pressure could be regarded as a stressor since family members may pressurize you to...

- Take sides/choose between parents/guardians/family members for various reasons. (✓)
- Succeed/perform better in academic/sports/arts and cultural activities. (✓)
- Uphold their social status in the community. (✓)
- Limit your social interactions with friends. (✓)
- Seek employment even with the limited job opportunities. (✓)
- Conform to their ideals in life. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓✓) for THREE well-explained responses.

Building and sustaining positive relationships may...

- Make you feel valued/respected/appreciate (✓) as this is what we all need to affirm our feelings of self-worth/sense of belonging/not feel socially isolated. (✓)

- Reinforce a positive attitude towards life/impact positively on your general outlook on life (✓) which may help you to change your perspective on certain things in life in a positive way. (✓)
- Develop your ability to deal better/cope with feelings of anger/loss/grief/sadness/frustration (✓) so that you may feel hopeful about your future. (✓)
- Enhance the positive self-talk we all need to stay emotionally healthy (✓) which may help you to deal better with inner conflict. (✓)
- Provide you with strategies to always be in control for your emotions/thoughts (✓) which may help you to not get over-emotional about small/insignificant things. (✓)
- Increase your self-confidence (✓) which in turn may help you to always think positively about yourself. (✓)
- Affirm the good personal qualities you have (✓) which may dismiss any insecurities that you may have about yourself. (✓)

4. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses

You could/should...

- Set specific standards/be consistent in your behaviour and attitude (✓) thereby making it clear to your friends that certain things are non-negotiable (✓) and in that way you will not expose yourself to situations that may compromise your integrity. (✓)
- Set clear expectations for your relationships (✓) so that people may know how you expect them to treat you (✓) and in that way you may ensure that they always treat you with dignity. (✓)
- Not allow friends to impose their decisions on you (✓) so that they know what the boundaries in your relationship are (✓) and in that way they will not infringe on your rights as an individual. (✓)
- Speak assertively about what troubles you/use "I"-statements (✓) so that everyone is aware of what you stand for (✓) and in that way you ensure that you will not be bullied into doing something you do not prefer doing. (✓)
- Get out of a situation you are uncomfortable with (✓) thereby ensuring that you are the one taking control of the situation (✓) and in that way you will avoid getting into a situation that may get you into trouble. (✓)

- Be nonchalant/act calm while saying no () then your friends may be more likely to respect your decision (✓) and in that way they will not pressurize you any further into doing what you don't want to do. ()
- Present alternatives to counter the suggestion you disagree with (✓) which may help to take the pressure off you (✓) and in that way they will not be able to inflict any feelings of guilt on you as both parties will mutually agree. (✓)
- Say no in a humorous way (✓) which may get them to back off and have a laugh too (✓) and in this way no one may feel offended/no one's rights are infringed upon. (✓)

[15]

QUESTION 5

1. Marks should be awarded as follows: ONE mark (/) for each of the THREE responses.

Some Grade 12 school leavers may...

- Lack higher order thinking skills, e.g. creative, critical and reflective thinking, innovation and problem-solving. (✓)
- Not be able to cope with demands of a job that requires soft skills such as...
 - o Communicating effectively (verbally or written/ (✓)
 - o Team work/collaboration/networking/ (✓)
 - o Effectively dealing with conflict situations in the workplace/ (✓)
 - o Effectively managing work-related stress/ (✓)
 - o Social interaction/how to interact with others/ (✓)
 - o Self-evaluation (✓)
 - o Self-regulation/-management/-discipline/ (✓)
 - o Decision-making/ (✓)
 - o Leadership (✓)
- Lack entrepreneurial/technological/computer/investigation skills in a variety of contexts in the workplace, e.g. digital skills, designing, coding, data capturing and analysis, etc. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Doing research may...

- Give you access to appropriate work or study opportunities that you may not have been aware of (✓) which then may give you a wider range of options to choose from within and/or across career fields. (✓)
- Expose you to opportunities globally (✓) which may provide you with limitless opportunities in the global job market. (✓)
- Spur you to action/inspire you to take responsibility for your future (✓) and thereby making you more decisive about/committed to your post-school destination plans. (✓)
- Motivate you to achieve more than what you thought you were capable of (✓) and in this way you may realize that you can explore more opportunities, locally and abroad. (✓)
- Expose you to job/entrepreneurial trends on social media sites (✓) thereby preparing you better for what is current and upcoming in the job market. (✓)
- Help you to be better informed about what to expect in the next phase of your life and in this way you may be better prepared to deal with change that comes with the transition between school and post-school destination. (✓)
- Encourage you to look beyond your personal circumstances/challenges (✓) and in this way you may be more determined to pursue your life goals. (✓)
- Make you aware of the required finances/resources/different financial aid options to study further () which may help you to follow through with your post-school plans. (✓)
- Provide you with knowledge on application process/support systems for accommodation/travel/relevant study material (✓) and in this way may realize that you can achieve your career goals in spite of possible challenges. (✓)
- Create a desire in you to want to be the first person in your household/family/community to want to study further/go abroad (✓) and in this way you may generate an interest amongst family/community members to support your post-school destination goals. (✓)
- A clear direction on your action plans/life goals (✓) which may assist you to plan effectively for life after school. (✓)
- Provide you with adequate information (e.g. work or study requirements, work or study location)/ knowledge/skills required regarding your future work/study options (✓) to

prepare effectively for post-school destination/enable you to acquire those knowledge/skills before you seek out work/study opportunities. (✓)

3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

NOTE TO TEACHER

- **In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3-mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**
- **To be awarded the full THREE marks candidates must give a statement, (✓) qualify the statement (✓) and give an outcome. (✓)**

A grade 12 school leaver could use a career portfolio in the following way:

- Provide proof of all the relevant skills for the particular job that you may have gained so far (✓) which may influence a potential employer to change their view about appointing a Grade 12 school leaver (✓) and by presenting such evidence you may be able to prove that you have the relevant practical skills needed for the job. (✓)
- Illustrate to the employer in a CV/cover letter how your current subject content relates to the key responsibilities of the job you are applying for (✓) which may help the employer to identify the link between your current studies and the industry (✓) and in that way the employer may see how you may be able to add to the advancement/growth of the company. (✓)
- Provide the employer with facts as to why you are confident about having matriculated from a specific leading academic institution (✓) which may indicate to the employer that your subject knowledge and skills could meet the current demands of that specific industry (✓) and in that way the employer may be convinced that they may be investing in someone whose work-readiness goes beyond mere academics. (✓)
- Present some of your real-life work experiences that you may have gained through volunteering/informal work/job shadowing/community work (✓) which may be an indication to the employer that your knowledge is skills-

focused and not just theory-based (✓) and in that way the employer may know that the company does not have to spend money to train you for the job. (✓)

- Share some best practices gained from practical part-time work experiences that may be relevant to the company (✓) which may show the employer that you have insight into the dynamics of a work environment (✓) and in that way the employer may see the value that you could add to the smooth functioning of the company. (✓)
- Include proof of your entrepreneurial skills gained through school market days/own initiatives (✓) which may indicate to the employer that you may already be business oriented (✓) and in this way the employer may see that you will be able to adapt quickly to the demands of the job. (✓)
- Highlight our achievements in sport and games/arts/academics/leadership/ cultural activities/international events/exchange programmes (✓) which may show the employer that you are a well-rounded individual who may be able to participate in any activities within the company/organisation (✓) and in this way the employer may realize that you may be able to work within a diverse organisation. (✓)
- Provide evidence of involvement in community projects in your local communities where there is a higher need for community workers/assistants/caregivers (✓) which may convince the employer that you are a helpful/empathetic/compassionate individual (✓) and in this way the employer may be able to see that these characteristics could be very valuable/useful for the social responsibility/outreach programmes of the company/organisation. (✓)

[15]

QUESTION 6

1. Marks should be awarded as follows: ONE mark for each of the THREE (✓) responses.

A sedentary lifestyle could...

- Put pressure on/damage our organs. (✓)
- Slow down your metabolism. (✓)
- Cause you to gain excessive weight/lead to obesity. (✓)

- Have a negative impact on your mental wellbeing. (✓)
- Cause you to become depressed. (✓)
- Harm your physical structure/cause your bones/muscles to become weaker. (✓)
- Prevent brain stimulation/lead to a decline in brain function. (✓)
- Cause build-up of plaque in the heart arteries. (✓)
- Impact your lung functioning/blood circulation. (✓)
- Impact general fitness/wellbeing. (✓)

2. Marks should be awarded as follows: TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could include:

- An increase in fast food outlets/online ordering/door to door deliveries (✓) which makes it easier for young people to follow unhealthy eating habits. (✓)
- Easy access to purchasing fast food online/lavish lifestyles of families eating out regularly (✓) which may increase the frequency of purchasing /eating unhealthy fast foods. (✓)
- High coverage of advertisements of unhealthy food (✓) which may cause young people to be more attracted to eating these foods. (✓)
- An increase in young people using big brand restaurants/other popular local restaurants to purchase specific affordable junk food as a fashion statement (✓) and this way of socializing could encourage unhealthy eating. (✓)
- Families purchasing cheaper unhealthy food in bulk (✓) hence there is a readily available supply of unhealthy foods in the house. (✓)
- An increase in parents' daily routine where they do not have time to prepare nutritional meals (✓) may result in young people not getting healthy/balanced meals. (✓)
- Hectic schedules of the modern-day youth may result in irregular eating patterns/binge eating/late night snacking or eating (✓) thereby contributing to poor/unhealthy eating habits. (✓)
- Limited knowledge of the consequences of unhealthy eating habits (✓) may cause young people to unknowingly continue indulging in unhealthy food (✓)
- A lack of parental supervision to enforce healthy eating habit/schools not providing healthy alternatives (✓) may cause youngsters to resort to eating fast/junk food. (✓)

- The media constantly advertises fast foods (✓) and young people are attracted to these unhealthy foods. (✓)
3. Marks should be awarded as follows: THREE marks each (✓✓✓) for TWO well-explained responses.

NOTE TO TEACHER

- **In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3-mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**
- **To be awarded the full THREE marks candidates must give a statement, (✓) qualify the statement (✓) and give an outcome. (✓)**

Possible answers could include:

- Introducing a policy that makes it compulsory for first year students to participate in a physical activity on campus for a designated period of time (✓) which could then help them to experience the benefits of regular participation in physical activities (✓) and in this way they may be influenced to adopt a more active lifestyle. (✓)
- Providing students with free compulsory/low cost access to a gym on campus (✓) which may allow them to have access to different types of fitness activities on a continuous basis (✓) and in that way they may want to commit to activities that may help them to meet specific fitness goals. (✓)
- Getting students to sign a commitment on registration to participate in a physical activity for the duration of their studies (✓) which may make it easier for them to continue with physical activities (✓) and in this way it may compel them to engage in an activity that they would enjoy in the long-term. (✓)
- Making it compulsory for first year students to belong to a sporting club on campus (✓) which may make it more enjoyable to commit to a long-term engagement in the activities of these clubs (✓) and in this way it may promote a healthier social life for students.
- Hosting inter-house/-faculty/-varsity competitions in sports and games where it is compulsory for all first year students to participate (✓) which may motivate them to improve and maintain their fitness levels (✓) and in this way

students may aspire to sustain the required fitness goals to win such competitions for the duration of their studies. (✓)

- Making it compulsory for first year student groups to each design a fitness game to be presented during the course of the year (✓) which may keep them engaged in these creative activities for a long period of time (✓) and this may encourage them to continually want to create new fitness games to enjoy with their friends. (✓)
- Initiating regular compulsory health assessments for first year students/educating them about the physical/emotional benefits of long-term engagement in physical activities (✓) which may prompt them to want to improve their health through continuous physical activity (✓) and this may help them to stay in good physical and mental health. (✓)

[15]