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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**LIFE ORIENTATION**

**COMMON ASSESSMENT TASK (SUPPLEMENTARY)**

**13 OCTOBER 2015**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 13 pages.**

**SECTION A (COMPULSORY)****QUESTION 1**

- |     |        |   |     |          |      |
|-----|--------|---|-----|----------|------|
| 1.1 | 1.1.1  | A | (✓) |          |      |
|     | 1.1.2  | C | (✓) |          |      |
|     | 1.1.3  | A | (✓) |          |      |
|     | 1.1.4  | D | (✓) |          |      |
|     | 1.1.5  | B | (✓) |          |      |
|     | 1.1.6  | D | (✓) |          |      |
|     | 1.1.7  | B | (✓) |          |      |
|     | 1.1.8  | C | (✓) |          |      |
|     | 1.1.9  | B | (✓) |          |      |
|     | 1.1.10 | D | (✓) | (10 x 1) | (10) |
- 
- |     |       |                                                                                                                                                                                                                                                                                                                                                                                          |  |  |     |
|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----|
| 1.2 | 1.2.1 | Investigative journalists                                                                                                                                                                                                                                                                                                                                                                |  |  | (1) |
|     | 1.2.2 | Gender imbalance is seen as unequal perceptions/treatment of people (✓) based on their gender. (✓)                                                                                                                                                                                                                                                                                       |  |  | (2) |
|     | 1.2.3 | Any one of the following options:<br>whistle-blower/informant (✓)                                                                                                                                                                                                                                                                                                                        |  |  | (1) |
|     | 1.2.4 | Impact study (✓)                                                                                                                                                                                                                                                                                                                                                                         |  |  | (1) |
|     | 1.2.5 | <b>Health:</b><br>It is a general term describing the overall status of a person. (✓)<br><b>OR</b><br>Being in good health implies being free of illness or disease, and not suffering from any impairment or pain. (✓)<br><b>OR</b><br>A complete state of physical, psychological, social and mental well-being. (✓)<br><b>OR</b><br>Any other suitable explanation for ONE mark each. |  |  | (1) |
|     |       | <b>Fitness:</b><br>Is a measure of the amount of physical capability rather than a measure of well-being. (✓)<br><b>OR</b><br>It is a result of physical action. (✓)<br><b>OR</b><br>Good physical condition resulting from exercise and proper nutrition. (✓)<br><b>OR</b><br>Any other suitable explanation for ONE mark each.                                                         |  |  | (1) |

## 1.2.6

**Three purposes of a job/employment contract:**

- It offers clear guidelines for both the 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 payment and overtime rates, leave and notice period for ending employment. (✓)
- It protects the employee from being exploited or being asked to 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. (✓)

Or any other suitable purposes of a job/employment contract for ONE mark each.

(3)

**TOTAL SECTION A: 20**

**SECTION B (COMPULSORY)**

In this section candidates' answers must be written in full sentences as far as possible. Hence, within a 3- or 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given

**QUESTION 2****2.1 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. (✓)

Or any other well explained social benefit of indigenous games for communities for ONE mark each.

(2 x 1) (2)

**2.2 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. (✓)

Or any other relevant explanation for TWO marks each.

(2 x 2)

(4)

**2.3 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. (✓)

Or any other well-explained response for THREE marks.

(3)

**2.4 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. (✓)

Or any other suitable way to promote participation of sports in schools for TWO marks each.

(3 x 2)

(6)

**[15]**

**QUESTION 3****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.(✓)

(1 + 1) (2)

**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. (✓)

Or any other suitable reason for ONE mark each.

(3)

**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. (✓)

Or any other response for TWO marks each.

(2 x 2) (4)

**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.

Or any other response for TWO marks each.

(3 x 2)

(6)  
**[15]**

**TOTAL SECTION B: 30**



**SECTION C**

Candidates must answer any TWO questions in this section. Should the candidate answer all three questions, only the **first TWO** will be marked. The remaining answer should be struck out and the following abbreviation should be written 'EQ' (Exceeded number of questions required).

**QUESTION 4**

Candidate's response must be in essay form.

**Write an essay on the recruitment process.**

**Define the term *online recruitment* and state TWO ways in which it may assist companies/organisations to find suitable employees.**

**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. (✓)

Or any other relevant way to assist companies for TWO marks.

(2) (3)

**Discuss the recruitment process by explaining the following steps:**

- **Finding suitable applicants**
- **Processing the applications**
- **Interviewing and appointing suitable candidates**

**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 x 2) (6)

**Explain THREE ways that show how your personal online profile/posts could negatively influence a prospective employer's view of you during the recruitment process.****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 person. (✓)
- 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 as a trouble-maker, (✓) and future employers may not be willing to hire/appoint you. (✓)

Or any other relevant responses for TWO marks.

(3 x 2)

(6)  
**[15]**

**QUESTION 5**

The candidate's response must be in essay form.

**Write an essay on interpersonal conflict.**

**Explain the difference between positive and negative stress and show how a personal life crisis can result in positive stress.**

**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. (✓) (1)

**Link:**

Life crisis, such as the death of the breadwinner or parent losing a job can motivate a child to work hard at school to succeed in a career. (✓) (2) (3)

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

**Evaluate how each of the following personality types deals with interpersonal conflict:**

- **Passive/Introvert**
- **Aggressive/Bully**
- **Assertive/Extrovert**

**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:**
  - Cannot make his/her own decisions/which is more likely to make him unable to cope with interpersonal conflict. (✓✓) **OR**
  - May suffer from a loss of confidence and self-esteem and may be unable to communicate effectively in a conflict situation. (✓✓) **OR**
  - 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:**
  - May try to solve conflict by hurting others either verbally or physically and this may escalate the conflict. (✓✓) **OR**
  - 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:**
  - 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**
  - May be able to effectively express his/her own opinions and this may help to successfully address conflict situations. (✓✓)

Or any other THREE relevant responses on each personality type for TWO marks each. (3 x 2) (6)

**Justify why each of the following attitudes and behaviour will be ineffective when dealing with interpersonal conflict:**

- **Avoiding conflict**
- **Competing with one another**
- **Compromising your viewpoint**

**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. (✓)

Or any other relevant response for TWO marks each.

(2)

(6)  
**[15]**

**QUESTION 6**

Candidate's response must be in essay form.

**Write an essay on the evaluation of campaigns.**

**Give THREE reasons why you think another campaign, ZAZI, has been introduced to address the same challenges.**

**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 the challenges of lifestyle diseases and gender-based violence. (✓)
- SANAC saw the 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. (✓)

Or any other suitable reasons for ONE mark each.

(3)

**Assess whether the ZAZI campaign will manage to change individual behaviour in a positive or negative way and mobilise the public to take action.**

**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. (✓) (3)
- The number of objectives will have a negative impact (✓) on the success of the campaign. In this campaign there are a variety of objectives that will be difficult to coordinate (✓) resulting in negligence of some of the stated objectives. (✓) (3)

(6)

**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. (✓) (3)
- 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)

**Evaluate THREE ways in which the actions and behaviour of the youth may contribute to either the success or failure of such campaigns in communities.**

**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. (✓)

TWO marks each (✓✓) for any THREE well-explained evaluations. (3 x 2) (6)

**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 on 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. (✓)

Or TWO marks each (✓✓) for any THREE well explained evaluations. (3 x 2) (6)

**NB:** If learners comment on both the success and failure, their responses should be credited. [15]

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 80**