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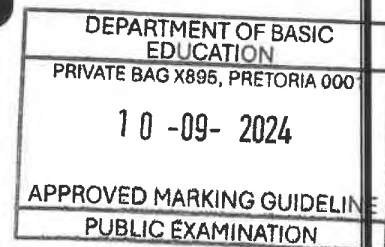


basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12



**LIFE ORIENTATION
COMMON ASSESSMENT TASK
SEPTEMBER 2024
MARKING GUIDELINES**

MARKS: 100

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These marking guidelines consist of 25 pages.

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

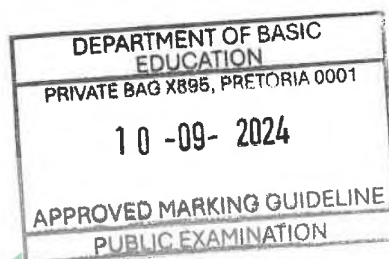
- | | | | | |
|-----|-------|---|-----|-----|
| 1.1 | 1.1.1 | B | (✓) | |
| | 1.1.2 | D | (✓) | |
| | 1.1.3 | B | (✓) | |
| | 1.1.4 | C | (✓) | |
| | 1.1.5 | A | (✓) | (5) |
-
- | | | | | |
|-----|-------|-------------|-----|-----|
| 1.2 | 1.2.1 | Propaganda | (✓) | (1) |
| | 1.2.2 | Trade Union | (✓) | (1) |
| | 1.2.3 | Cronyism | (✓) | (1) |
-
- | | | | | |
|-----|-------|---|--|--|
| 1.3 | 1.3.1 | State TWO possible financial challenges for an upcoming social entrepreneur. | | |
|-----|-------|---|--|--|

Marks should be awarded as follows:

ONE mark (✓) for each of the TWO responses.

Possible financial challenges could include:

- The lack of funds to obtain resources/initial capital to get started. (✓)
- The hesitance/reluctance of investors to fund the new business. (✓)
- Reliance on grants/donations/investments to fund their ventures/service delivery. (✓)
- Limited/No access to foundations/government programmes/social impact investors. (✓)
- Competing with new/existing businesses/changing consumer preferences. (✓)
- Economic fluctuations affecting service delivery. (✓)
- The higher costs/financial outlay in providing services to underserved or disadvantaged populations. (✓)
- Not being able to afford skilled employees. (✓)
- No/poor credit score/rating/having bad debt. (✓)
- The high costs involved in investing in infrastructure/technology. (✓)
- The inability to draw up an acceptable/proper business plan/budget for income generation. (✓)
- The lack of financial literacy skills. (✓)
- Any TWO of the above responses for ONE mark each. (2 x 1) (2)



1.3.2 Explain the term *redress* in the workplace.

Marks should be awarded as follows:

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

Definitions:

Redress could ...

- refer to the process of correcting/addressing (✓) a grievance/ wrongdoing that an employee may have experienced. (✓)
- involve taking steps to rectify a situation/ensure justice, (✓) to provide relief/compensation to the affected/designated/marginalised groups. (✓)
- mean to restore the position/status of an employee owing to unfair treatment, (✓) by providing monetary compensation/reinstatement/ promotion/other benefits to the affected employee. (✓)
- include a formal apology/affirmative action policies/acknowledgment of the wrongdoing, (✓) to validate the employee's experience/ promote a respectful work environment. (✓)
- involve negotiating settlements outside of court, (✓) to provide compensation/resolve disputes without prolonged litigation. (✓)
- ensure that wrongdoings/past imbalances are corrected, (✓) promoting a fair/just workplace/giving preferential consideration of disadvantaged groups. (✓)
- include implementing new policies/modifying existing ones, (✓) to prevent a recurrence of unfair labour practices that employees may have suffered in the workplace. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

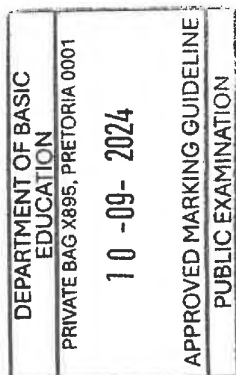
1.3.3 Discuss the benefit of taking a gap year, when deciding on a final career choice.

Marks should be awarded as follows:

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

Possible responses could include:

- Taking time to navigate real-world challenges independently may enhance maturity/confidence, (✓) leading to a more carefully considered/chosen career. (✓)
- Self-discovery during a gap year is crucial for a fulfilling career, (✓) allowing exploration of interests/passion/strengths/weaknesses. (✓)
- Practical experience/volunteering during a gap year, (✓) providing insights into a career field that aligns with your expectations/ skillset. (✓)



- Deeper/More thorough learning/gaining varied skill sets may be possible when one takes a gap year, (✓) and these newly acquired skills may guide you to other professional pathways. (✓)
- Developing a professional network during a gap year, (✓) may offer networking opportunities with professionals who could help you make a more informed career decision. (✓)
- Deviating from the norm offers a fresh outlook on your professional goals/poses no immediate pressure to follow a predetermined path, (✓) giving you more time to consider your options/figure out/research which profession you really want. (✓)
- Working during a gap year may help you to pay for your own studies, (✓) providing you with more flexibility to choose your career based on your passion rather than your needs. (✓)
- A gap year provides a unique opportunity to step back/reflect/grow/improve results, (✓) ensuring that your eventual career choice is aligned with your personal/professional goals. (✓)
- *Any ONE of the above responses for TWO marks.* (1x2) (2)

1.4

1.4.1

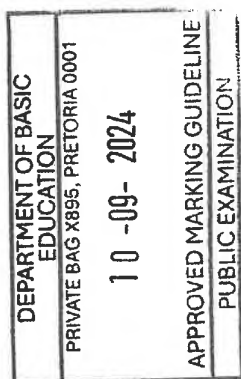
Describe ONE social benefit of including recreational activities in a personal lifestyle plan.

Marks should be awarded as follows:

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

Possible responses could include:

- Providing individuals with a platform to connect with like-minded individuals/fostering new friendships/expanding social networks, (✓) resulting in social support/cohesion/reducing feelings of loneliness/isolation. (✓)
- Spending quality time with friends/family may strengthen relationships, (✓) improving mutual understanding/ emotional connections. (✓)
- Recreational activities often require interaction with others, (✓) which may help develop essential communication skills (verbal/non-verbal communication/active listening/expressing oneself clearly/effectively). (✓)
- Teamwork activities like sports/games may enhance collaborative skills, (✓) allowing individuals to work towards common goals/negotiate/resolve conflicts. (✓)
- Joining local clubs/groups may foster community connection/increases civic engagement/encourages participation in community events, (✓) thereby strengthening the social fabric of community life. (✓)
- Group activities may foster informal support networks, (✓) providing individuals with a sense of security/belonging. (✓)



- Recreational programmes aim to be inclusive, (✓) ensuring participation for all ages/backgrounds/abilities/promoting social integration. (✓)
- Completing leisure tasks/learning a new skill/winning a game, (✓) may encourage social interaction. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

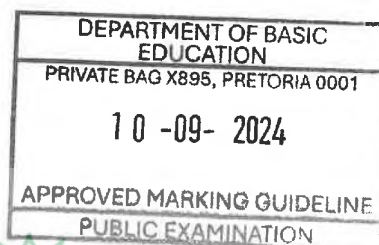
1.4.2 Explain how following a consistent exercise routine could contribute to your mental well-being.

Marks should be awarded as follows:

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

Following a consistent exercise routine could ...

- help regulate sleep patterns/lead to better sleep quality, (✓) thus allowing the brain to improve mood/cognitive function. (✓)
- enhance self-esteem/body image, (✓) thereby helping to boost self-confidence/sense of accomplishment. (✓)
- increase blood flow to the brain/improve focus, (✓) which may enhance mental clarity/develop healthy coping mechanisms. (✓)
- trigger the release of endorphins ('feel-good' hormones), (✓) as these chemicals could help reduce pain perception/induce a feeling of euphoria/general well-being. (✓)
- add structure/predictability to your day, (✓) which may provide a sense of stability/control/comfort during times of uncertainty/create a positive outlook on life. (✓)
- help with mindfulness/relaxation/present-moment awareness, (✓) which may reduce stress. (✓)
- stimulate the production of adrenaline/cortisol, (✓) which may help you to cope with stressful situations/feel more relaxed. (✓)
- create new activity patterns in the brain, (✓) which may promote constant feelings of calmness/peace. (✓)
- serve as a distraction, (✓) allowing you to find quiet times to break out of the cycle of negative thoughts that may feed depression/anxiety. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)



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1.4.3 Discuss ONE possible advantage of following a balanced nutritional plan on a person's long-term physical health.

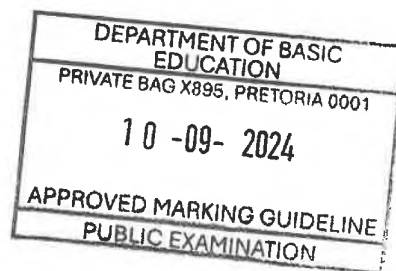
Marks should be awarded as follows:

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

Following a balanced nutritional plan could assist in...

- providing the recommended total calories/nutrients, (✓) maintaining a healthy weight/body mass index (BMI)/reducing the risk of obesity/gaining excessive weight. (✓)
- sustaining a healthy diet of the five food groups, (✓) regulating blood pressure/cholesterol levels/improving heart health. (✓)
- including low-glycaemic-index (GI) foods/adequate carbohydrates/healthy fats/fibre, (✓) regulating blood sugar levels. (✓)
- maintaining an adequate intake of relevant vitamins/nutrients, (✓) preventing osteoporosis/fractures, especially when getting older. (✓)
- consuming a high-fiber diet, (✓) supporting healthy digestion/gut/preventing digestion issues. (✓)
- ensuring a steady supply of energy, (✓) improving overall productivity/physical performance/reducing fatigue. (✓)
- maintaining a healthy immune system, (✓) preventing the risk of developing lifestyle diseases/leading to improved overall physical well-being. (✓)
- *Any ONE of the above responses for TWO marks.* (1x2) (2)

TOTAL SECTION A: 20



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SECTION B (COMPULSORY)

1. 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.
2. It must be noted that in each category of the candidates' efforts, a distinction must be made between **excellent**, **good**, **satisfactory** and **poor** responses.

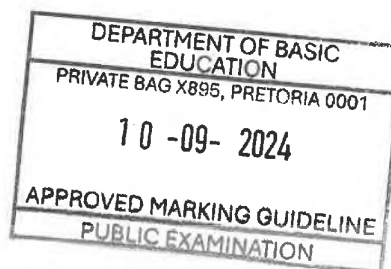
QUESTION 2**2.1 Define the term *value of work*.****Marks should be awarded as follows:**

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

NOTE TO TEACHER: NO marks will be awarded for examples.*Definitions:**

It could refer to the importance/worth/significance of...

- an individual's labour/financial worth of work (✓) that adds meaning to life/return on investment. (✓)
- efforts/contributions in their job/profession/career (✓) that give purpose/a sense of identity. (✓)
- growing/developing professionally (✓) because of intrinsic motivation to work diligently. (✓)
- work within a culture/society (✓) which could influence societal norms/expectations. (✓)
- making a positive impact (✓) in a community/society. (✓)
- having autonomy/taking ownership of responsibilities (✓) which may lead to own financial independence/security. (✓)
- self-fulfilment/happiness/purpose (✓) leading to contentment/satisfaction within a career/personal life. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



2.2 Describe how Gen Z's experience of technology could enhance their problem-solving skills in the workplace.

Marks should be awarded as follows:

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

Gen Z's may be...

- more comfortable using technology, (✓) thereby making them more skilful in using digital resources to easily tackle problems. (✓)
- more exposed to technology, (✓) resulting in unconventional/ creative/ innovative/critical thinking/approaches to solving complex issues. (✓)
- able to utilise/multitask on various digital platforms, (✓) thereby communicating concerns/challenges efficiently/quickly. (✓)
- more tech-savvy, (✓) and could be more efficient/quicker in meeting deadlines to resolve issues. (✓)
- better equipped to use digital tools in the workplace, (✓) therefore they may be quick to find technological solutions to emerging problems. (✓)
- proficient in using online courses/tutorials/webinars to acquire new skills, (✓) as this proactive approach could help them stay updated with the latest problem-solving techniques/tools. (✓)
- able to tap into a worldwide network of resources, (✓) leading to more diverse solutions to issues. (✓)

Gen Z's may...

- have grown up with modern technology, (✓) hence they may be able to quickly collect/analyse data effectively. (✓)
- use digital platforms to facilitate collaboration, (✓) thereby enabling them to effectively resolve challenges as a team. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

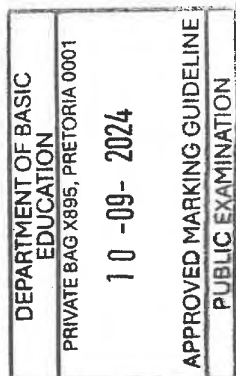
2.3 Explain how having internet access could improve one's strategy to complete tasks/projects more effectively.

Marks should be awarded as follows:

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

Possible responses could include:

- The amount of time spent on conducting research may be decreased, (✓) helping one to manage one's time spent on tasks efficiently/be more productive/work more efficiently. (✓)
- It could enable one to speed up tasks through the use of various online sources, (✓) thereby ensuring that one is able to meet the deadlines timeously. (✓)
- The decision-making for projects requiring teamwork could easily be facilitated by tools like e-mail/video conferencing, (✓) ensuring timeous completion of tasks. (✓)



- The use of a variety of online tools for project management/scheduling tasks/setting deadlines/tracking progress saves one's time, (✓) ensuring that one's tasks are prioritised correctly. (✓)
- One could concentrate on more intricate/creative areas of one's work by automating monotonous/time-consuming tasks, (✓) thereby minimising errors/the amount of effort required, finalising tasks more quickly/accurately. (✓)
- One could be kept updated/informed on the latest technological skills and knowledge, (✓) thereby improving one's outcomes in tasks/projects. (✓)
- Using online tools/software, (✓) eliminates the need for physical presence/resources, reducing costs. (✓)
- Virtual networking with professionals/experts, fostering collaborations/mentorship/knowledge sharing could be easily accessed, (✓) providing valuable insights on the completion of tasks/projects. (✓)
- Through consulting various learning resources online at their own pace, (✓) one could ensure successful accomplishments of tasks/projects. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

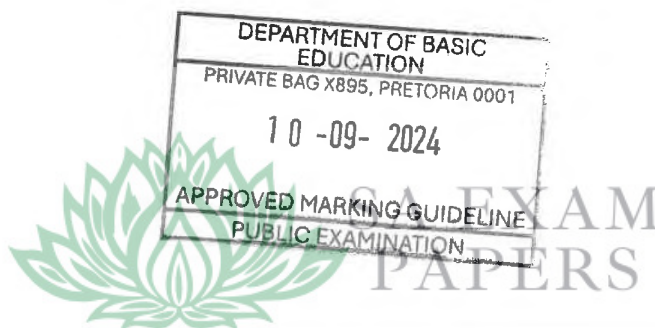
2.4 Discuss TWO advantages for young workers who maintain a healthy work-life balance.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

Maintaining a healthy work-life balance may ...

- lead to them being more focused/efficient/attentive during work hours, (✓) increasing productivity/job performance/job satisfaction. (✓)
- ensure time for hobbies/personal interests/talents/self-exploration, (✓) contributing to an individual's personal development/building broader skills/confidence, leading to satisfaction at work/home. (✓)
- assist in setting clear boundaries between work and personal life, (✓) helping to foster a sense of control/structure, reducing the likelihood of work interfering with personal time. (✓)
- ensure better health, reducing the number of days taken off work due to illness, (✓) leading to consistent attendance/reliability at work. (✓)
- lead to increased job satisfaction/content home life, (✓) enhancing the overall quality of life/improving relationships. (✓)
- reduce anxiety/depression/burnout, due to less work/home stress, (✓) which may positively impact on one's overall well-being. (✓)
- allow taking time off to relax and recharge, (✓) which could lead to renewed energy to face challenges. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)



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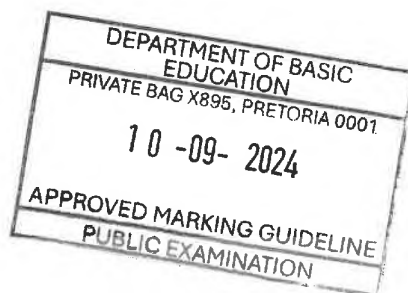
2.5 Assess the value of regular feedback for employees within the work environment.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

Regular feedback may ...

- help employees identify strengths/weaknesses, (✓) thereby allowing them to adjust their work/improve overall performance. (✓)
- show employees that their work/contribution is valued/acknowledged, (✓) which may build morale/increase motivation/staff engagement, thereby retaining staff. (✓)
- provide opportunities for growth/development, (✓) thereby helping employees to build new skills/address areas for improvement. (✓)
- foster open communication/address issues before they escalate, (✓) thereby reducing misunderstandings/promoting a culture of transparency/honesty/harmonious work environment. (✓)
- hold employees accountable/responsible for their work, (✓) promoting ownership of their work. (✓)
- help employees develop a growth mind-set, (✓) providing a roadmap for personal development. (✓)
- create an opportunity for employees to share ideas/suggestions, (✓) thereby encouraging innovation/improvement. (✓)
- demonstrate a commitment to employee development, (✓) which may build trust/stronger relationships between colleagues and their employers. (✓)
- help them understand what is expected of them/how their work contributes to the organisation/keep them updated on latest developments in the workplace, (✓) leading to better focus /increasing their sense of purpose/alignment with organisational goals. (✓)
- assist in promptly correcting their mistakes, (✓) leading to continuous improvement/higher quality of work. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)



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- 2.6 **Recommend TWO ways in which you could sustain effective relationships in the workplace. In each answer, also indicate how this may enable you to be more productive at work.**

Marks should be awarded as follows:

THREE marks (✓✓✓) for each well-explained response.

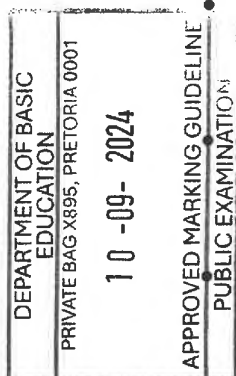
***NOTE TO THE TEACHER:**

To be awarded the full THREE marks, candidates must give a statement, (✓) qualify the statement, (✓) and give an outcome. (✓)

Possible responses could include:

- Get to know/treat colleagues with respect/kindness/empathy/ professionalism, (✓) recognising/appreciating their unique perspectives/contributions, (✓) thereby helping to boost morale/enhance teamwork, resulting in greater productivity. (✓)
- Share updates/progress regularly with your team/employees to keep everyone informed, (✓) preventing misunderstandings, creating a culture of trust, (✓) thereby improving collaboration at work/efficient completion of tasks. (✓)
- Pay attention/always listen attentively to what others are saying without interrupting, (✓) showing respect for their opinions, encouraging open/honest communication, (✓) leading to increased engagements between the two parties. (✓)
- Be more open about your intentions/decisions/mistakes, (✓) promoting transparency, creating an environment of honesty, (✓) resulting in a more conducive work environment. (✓)
- Regularly recognising/celebrating the achievements/efforts of your colleagues, (✓) which could make them feel valued/boost their self-confidence/motivation, (✓) leading to increased work engagement/effort from team members. (✓)
- Show empathy/express gratitude/not allowing personal issues to affect your work/considering the emotions/perspectives of your colleagues, (✓) which could maintain a calm/harmonious workplace/environment, (✓) leading to stronger interpersonal relationships/better conflict resolution at work. (✓)
- Work towards common objectives by supporting your team, (✓) offering help/being willing to ask for help when needed, (✓) as this could give workers a sense of community/connectedness/shared responsibility leading to the successful completion of tasks. (✓)
- Show respect/value for diverse backgrounds/skills/perspectives among your colleagues, (✓) ensuring that everyone feels included/heard in discussions/decision-making processes, (✓) leading to consistent creativity within working relationships. (✓)
- Any TWO of the above responses for THREE marks each.

(2 x 3) (6)
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QUESTION 3

- 3.1 **State TWO actions that you may unintentionally commit in the examination room that may be considered to be dishonest.**

***NOTE TO TEACHER:**

Marks should not be awarded for responses indicating bringing material/devices into the examination room. The focus is on the actions committed during an examination sitting.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible responses could include:

- Making notes during reading time. (✓)
- Talking to other learners/non-verbal gestures/body language/turning around to ask a question during the examination. (✓)
- Borrowing/picking up/swopping stationery with other learners. (✓)
- Asking invigilators for an explanation/advice on examination instructions/questions. (✓)
- Using smart watches/not knowing you are having a programmable calculator in the examination room. (✓)
- Peering/constantly looking around into your friend's answer script to see if you are on the same track/working at the same pace. (✓)
- Reading your questions/answers out aloud. (✓)
- Changing your handwriting style. (✓)
- Any TWO of the above responses for ONE mark each. (2 x 1) (2)

- 3.2 **Why do you think some learners may feel pressurised to perform well in the NSC Examinations?**

Marks should be awarded as follows:

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

Possible responses could include:

- High expectations from themselves/parents/teachers/school/community/universities, (✓) as they may not want to disappoint these parties if they do not meet the required standards for financial aid/admission requirements. (✓)
- Inadequate/insufficient revision of material/not being prepared/not understanding content, (✓) because of poor study habits/procrastination that leads to anxiety/panic when the examination is near. (✓)
- Competition within their grade/not wanting to lose their spot on the top achievers list, (✓) and may make them feel the need to outperform others to gain higher education opportunities. (✓)
- Financial pressure within the household, (✓) leading to a strong need/feeling to provide/to be able to take care of the family after completing Grade 12. (✓)



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- Poor performance in their SBA throughout the year (✓) may make them desperate to improve their final results. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

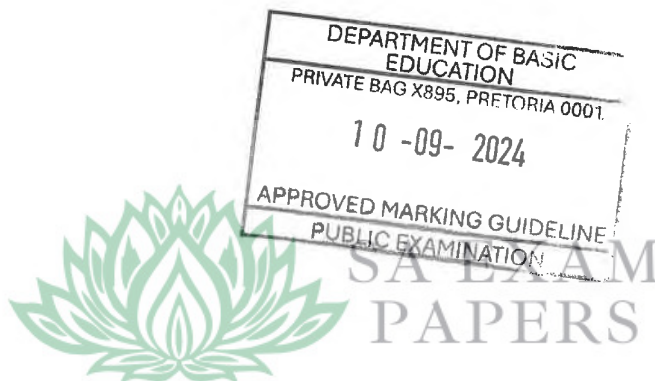
3.3 Explain how dishonesty during the NSC examination could impact on a learner's admission to higher education institutions.

Marks should be awarded as follows:

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

Possible responses could include:

- Not receiving their NSC certificate, which is crucial for admission to higher education institutions, (✓) as their examination results may be cancelled/withheld. (✓)
- A learner's disciplinary record/formal reprimands/disciplinary actions being viewed negatively when applying for higher education, (✓) could hinder the chances of being accepted by the admissions officers. (✓)
- Disqualification of a learner from future examinations, (✓) leading to missing gaps in their academic record/incomplete qualifications and ineligibility for higher education entry. (✓)
- Suspension of a learner from the examination/school, (✓) could be viewed negatively when the tertiary institution considers a learner's eligibility/suitability for admission. (✓)
- The loss of trust from teachers/invigilators/principal/admission officers, (✓) making it harder for a learner to obtain positive recommendations/references for application to tertiary institutions. (✓)
- Limiting their eligibility for scholarships/bursaries/financial aid/ learnerships, (✓) as their academic integrity could be questioned. (✓)
- Legal consequences from the Department of Education, (✓) which may harm their reputation/further prospects of learning based on the tertiary institution's own admissions policies. (✓)
- Preventing a learner from writing the National Benchmark Tests (NBTs) in time/successfully, (✓) owing to the prolonged waiting period on the outcomes of disciplinary processes. (✓)
- Criminal record that they may have due to dishonesty, (✓) may follow them throughout their academic/professional journey/limit future/global opportunities. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)



3.4 Discuss TWO ways in which you could revise your own study strategies to ensure that you are well prepared for the examination.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

You could adapt your approach to learning by...

- breaking down your study material into manageable parts, (✓) assisting you in meeting your study goals/objectives. (✓)
- assessing your current study techniques, (✓) helping you to change to more effective methods. (✓)
- identifying areas that need more focus, (✓) guiding you on how to improve in these identified areas. (✓)
- considering alternative environments to study, (✓) in order to remain focused when studying. (✓)
- teaching/explaining the material to someone else, (✓) to check your own level of understanding. (✓)
- verifying whether your study schedule, (✓) to ensure coverage of all study material. (✓)
- considering more active learning styles, (✓) which may help you to improve retention. (✓)
- *Any TWO of the above responses for TWO marks each.* (2x2) (4)

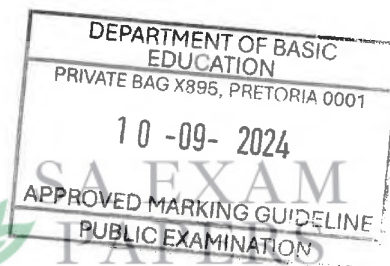
3.5 Assess TWO ways in which honouring the NSC Examination Pledge may help you to maintain academic integrity.

Marks should be awarded as follows:

TWO marks (✓✓) for each well-explained response.

Honouring the NSC Examination Pledge may...

- compel you to make a personal commitment to uphold these standards/strengthen your resolve to act ethically even when you are stressed during the examination, (✓) thereby binding you to the rules and standards you need to follow. (✓)
- reinforce your commitment to be true to yourself, (✓) thereby making you more aware of the consequences of dishonesty. (✓)
- instil a sense of accountability as you have made a promise to yourself/peers/teachers to uphold ethical standards, (✓) thereby ensuring that you take responsibility/are reliable for your own actions/preventing dishonest behaviour. (✓)
- promote ethical decision-making especially when faced with challenging academic pressures/peer pressure to cheat in the examination, (✓) thereby reinforcing your internal motivation to act honestly. (✓)



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- ensure that you build trust between you and your peers/teachers/ principal, (✓) committing yourself to maintaining high standards of academic conduct/making sure that your peers are also adhering to the same standards. (✓)
- affirm your commitment to ethical behaviour, (✓) which may also influence your actions in all academic endeavours. (✓)
- constantly remind you of the importance of honest behaviour, (✓) thereby serving as a deterrent to not violate these standards as there would be serious consequences for you. (✓)
- encourage self-reflection, (✓) helping you align your behaviour with the values/expectations of the NSC. (✓)
- Any TWO of the above responses for TWO marks each. (2x2) (4)

3.6 Analyse how having strong work ethics could enhance your professional skills in future. In each answer, also indicate how this could contribute to long-term career success.

Marks should be awarded as follows:

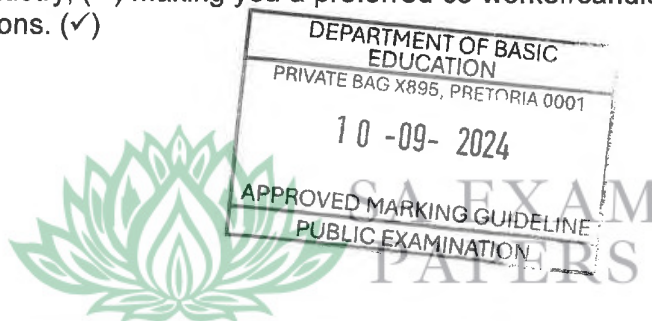
THREE marks (✓✓✓) for each well-explained response.

***NOTE TO THE TEACHER:**

To be awarded the full THREE marks, candidates must give a statement, (✓) qualify the statement, (✓) and give an outcome. (✓)

Having strong work ethics such as ...

- responsibility/self-discipline, (✓) may help you to maintain focus on long-term goals, (✓) and this consistent performance may foster a stable career path/open up new opportunities. (✓)
- collaborating with others, (✓) may foster teamwork, (✓) leading to potential leadership roles. (✓)
- adaptability in a fast-paced work environment, (✓) may allow you to thrive amid change/be flexible, (✓) enabling you to take on new challenges/ roles. (✓)
- punctuality/efficiency/effective time management, (✓) which may help to increase work productivity/successful project completion/meeting daily goals/meeting deadlines, (✓) enhancing opportunities for future professional advancement. (✓)
- integrity/accountability, (✓) may ensure that you do not blame others/make appropriate choices/foster a culture of responsibility with colleagues/ employers/clients, (✓) opening doors to future career prospects/boosting career growth. (✓)
- being consistently professional, (✓) could improve your reputation within your industry, (✓) making you a preferred co-worker/candidate for promotions. (✓)



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- delivering quality work (✓) may build your reputation as a dependable employee, (✓) helping you remain competitive in your field. (✓)
- transparency (✓) may enable you to establish valuable/loyal/honest/trusting relationships with mentors, (✓) possibly leading to referrals for executive/strategic positions within organisations. (✓)
- Any TWO of the above responses for THREE marks each. (2 x 3) (6)

TOTAL SECTION B: [20]
40

SECTION C

1. Candidates must answer any TWO (2) questions in this section. Should the candidate answer all three questions, 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 Questions Required).
2. Candidates' responses must be in the form of PARAGRAPHS. **Marks will only be awarded for responses written in full sentences.**

QUESTION 4

*NOTE TO TEACHER:

In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 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.

Briefly state FOUR roles of the media in promoting sports in South Africa.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible responses could include:

- Educating the public about different sports/history/rules/strategies/the importance of physical activity. (✓)
- Attracting sponsors/funding for sports teams/events or enhancing financial support for the development of sports. (✓)
- Increasing visibility, reaching wider audiences/spectators. (✓)
- Helping in advertising/marketing products related to sports/sport funding. (✓)
- Shaping public opinion/perception/awareness/interests about sports. (✓)
- Challenging stereotypes related to gender/race/disability/promote inclusivity/participation from under-represented groups. (✓)
- Highlighting health benefits/achievements/talents of athletes/teams. (✓)
- Motivating sports engagements/events/tournaments/encouraging participation/nation building/unity in sports. (✓)



Set up

- Creating opportunities to engage with sports personalities locally/globally on social media platforms. (✓)
- Providing extensive coverage of sports events/competitions/athletes. (✓)
- Having designated channels/broadcasting live sports events in real-time. (✓)
- Providing platforms for discussions/debates/analysis of sports. (✓)
- Entertaining the public on sport events. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)

Discuss in detail how sports personalities could potentially influence young people to consider a career in sports.

Marks should be awarded as follows:

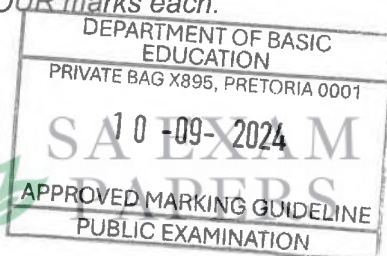
FOUR marks (✓✓✓✓) for each well-explained response.

***NOTE TO TEACHER:**

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

Sports personalities could ...

- serve as role models/sharing their own unique stories, (✓) demonstrating values like teamwork/discipline/perseverance, (✓) which are essential for success in sports/life, (✓) thereby helping the youth to develop career/life goals. (✓)
- increase awareness about various sports/careers for all genders, (✓) by exposing young people to new possibilities/opportunities, (✓) so they could be inspired to try new sports/increase their participation/excitement/stimulate their passion, (✓) thus making other types of sports careers more appealing. (✓)
- act as mentors through coaching clinics, (✓) providing guidance/support/skills development, (✓) thereby promoting confidence/skills within different sporting codes, (✓) motivating them to apply their skills by pursuing careers in these related sports. (✓)
- aspire to achieve fame/success, (✓) which could be attractive to young people (✓) who may seek the same successful lifestyles, (✓) causing the youth to believe that they could also achieve the same status in life. (✓)
- sometimes be treated like celebrities, (✓) with a high level of recognition/adoration from the public, (✓) which may cause the youth to admire/seek/appreciate this sort of validation, (✓) hence making them to also want to achieve the same celebrity status in sports. (✓)
- be financially successful, (✓) and this could be appealing to young people, (✓) who may also want financial security, (✓) making the financial freedom associated with sports careers enticing/attractive. (✓)
- sometimes exhibit luxurious lifestyles, (✓) with access to exclusive events/travel/high-end amenities/facilities, (✓) as they are often featured in the media, which could be appealing to young people (✓) and those who enjoy being in the spotlight may choose to follow the same career choices. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)



Examine TWO ways in which the media could report more responsibly on alleged (suspected) scandals of sports personalities.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

***NOTE TO TEACHER:**

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

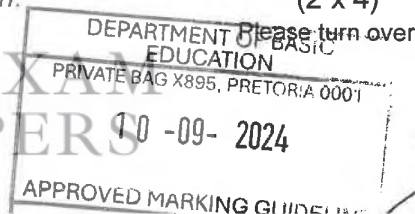
The media should ...

- conduct fact-checking/verification of suspected/alleged incidences about sports personalities, (✓) to validate the authenticity/prevent the spread of false information through reliable sources, (✓) in order to ensure whether the information received is accurate/factual, (✓) and it is only then that this information could be shared with the public. (✓)
- uphold the principle that individuals are innocent until proven guilty, (✓) hence reporting should present the allegations as claims that need to be investigated, (✓) without delving into aspects of a sports personality's life that are not relevant to the alleged scandal, (✓) ensuring that they report responsibly on specific issues that may be of public interest. (✓)
- include perspectives from all sides involved in the scandal, (✓) including statements from the accused/the accusers/legal experts/any relevant institutions (e.g. sports associations), (✓) as providing context is crucial for the athlete's track record/implications of the scandal (✓) and these perspectives may help the audience/reader understand the situation better. (✓)
- be aware of the potential impact of their reporting on the lives/careers of those involved, (✓) including the sports personality/their family/the alleged victims/others associated with the case, (✓) thereby avoiding reinforcing negative perceptions of the people involved/tarnishing their reputations, (✓) and in this way the media would not perpetuate bias in their coverage. (✓)
- utilise the services of investigative journalists/trained journalists, (✓) to ensure ethical/responsible reporting, (✓) to address any conflict of interest/privacy issues/bias that could arise, (✓) thereby ensuring a fair/an accurate report. (✓)
- avoid sensationalism, (✓) by refraining from using misleading headlines/photos/videos/tweets/posts to attract readers, (✓) as this could mislead the audience/readers, (✓) thereby maintaining a neutral tone/avoiding emotionally charged/biased language. (✓)
- involve athletes in their research on the allegations, (✓) by inviting them to share/defend their stories/experiences, (✓) thereby presenting a more balanced/impartial view on the alleged scandal, (✓) and this may help the audience/readers to understand the situation better by being exposed to both sides of the story. (✓)
- adhere to professional standards, (✓) by striving to avoid conflict of interests/hate speech, (✓) in this way the media may maintain credibility, (✓) and the sports personality is treated with respect/fairness. (✓)
- Any TWO of the above responses for FOUR marks each.

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(2 x 4)

(8)

QUESTION 5***NOTE TO TEACHER:**

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 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.

Briefly state FOUR ways in which young people could promote safe and healthy living environments.

Marks should be awarded as follows:

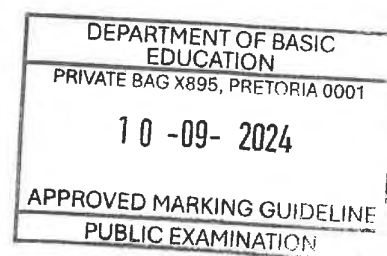
ONE mark (✓) for each response.

Young people could ...

- educate their peers through workshops/social media campaigns/informal discussions. (✓)
- advocate for better policies/practices/reduce their carbon footprint within their schools/communities. (✓)
- create/participate in safe spaces where peers can openly discuss issues. (✓)
- actively participate in community service projects. (✓)
- use social media platforms to share information/raise awareness. (✓)
- join/form learner committees/clubs. (✓)
- plan/run events like health fairs/fitness challenges/mental health workshops. (✓)
- provide feedback to school/community leaders for improvements on current practices/programmes/initiatives. (✓)
- be role models/whistle-blowers showing personal responsibility. (✓)
- distribute/use promotional material. (✓)
- *Any FOUR of the above responses for ONE mark each.*

(4 x 1)

(4)



Discuss in detail how participation in community service could help the youth to improve their employability skills.

Marks should be awarded as follows:

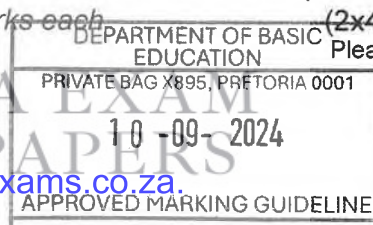
FOUR marks (✓✓✓✓) for each well-explained response.

***NOTE TO TEACHER:**

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

Participation in community service could ...

- provide young people with opportunities to interact with people from diverse backgrounds, (✓) allowing them to take part in inclusive community/cultural projects, (✓) thereby teaching them the importance of diversity/flexibility, (✓) as the ability to be inclusive is an increasingly important skill in a global workforce. (✓)
 - encourage the youth to take the initiative/responsibility of leadership roles/plan activities, (✓) making decisions under pressure/engaging in hands-on experience, (✓) which could create a sense of accountability/ownership over tasks, (✓) thereby making their leadership qualities highly sought after by employers. (✓)
 - require public speaking/leading meetings/engaging in one-on-one conversations (✓) and these activities could help them to practice their communication skills, (✓) thereby improving their verbal communication skills, (✓) making them more articulate/confident in expressing their ideas. (✓)
 - provide opportunities to practice/resolve disagreements/disputes, (✓) as they learn to compromise/mediate situations, (✓) by finding mutually acceptable solutions, (✓) which are important for effective conflict resolution. (✓)
 - require managing various tasks/commitments/events/meetings/ activities, (✓) and this experience helps the youth learn to prioritise/manage their time effectively, (✓) emphasising the importance of setting/meeting deadlines, (✓) thereby developing strong organisational/time-management skills which are critical skills in any job. (✓)
 - present unexpected challenges (✓) where the youth learn to think critically/creatively finding solutions to problems, (✓) thereby teaching them to be flexible/adaptable to changing circumstances, (✓) making them more resilient to change in the workplace. (✓)
 - entail working with limited resources/in different work environments, (✓) encouraging the youth to find innovative ways to achieve their goals, (✓) thereby enhancing their problem-solving abilities, (✓) promoting strong analytical skills needed in the workplace. (✓)
 - give young people work experience, (✓) through these volunteer activities, (✓) which could be added to their CVs, (✓) demonstrating their ability to easily integrate into the workplace. (✓)
 - provide a good/reliable reference from project coordinators, (✓) validating their credentials, (✓) showing that they have the necessary characteristics/qualities, (✓) which may set them apart from other candidates. (✓)
 - provide the youth with opportunities to learn 21st century skills, (✓) enhancing their ability to help solve complex issues in communities, (✓) by using innovative/practical solutions, (✓) making them more valuable/an all-rounder within the workplace. (✓)
 - Any TWO of the above responses for FOUR marks each. (2x4) (8)
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Examine TWO ways in which empowered young people could motivate other youth to address social issues within society.

Marks should be awarded as follow:

FOUR marks (✓✓✓✓) for each well-explained response.

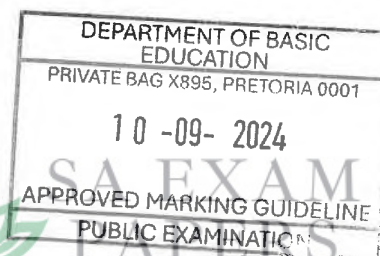
***NOTE TO TEACHER:**

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

Possible responses could include:

- Being peer educators to other young people, (✓) thereby helping them to gain a better understanding of the importance of addressing social issues, (✓) inspiring them to also commit to this cause (✓) and this may get them more actively involved in minimising the effects of the social ills in society. (✓)
- Serving as role models/mentors (✓) by actively participating in community initiatives/projects, (✓) may show other young people their commitment to address social issues, (✓) thereby encouraging them to become social activists. (✓)
- Encouraging other young people to initiate community projects, (✓) and that may give them the opportunity to take responsibility, (✓) thus fostering a sense of ownership/commitment to social issues, (✓) leading to increased youth participation. (✓)
- Forming youth-led organisations that provide skills training/workshops for other young people, (✓) to equip them with practical skills/knowledge/access to resources/support, (✓) enabling them to initiate/implement sustainable projects, (✓) resulting in improvements, thereby inspiring them to take similar action. (✓)
- Engaging with other young people on social media platforms, (✓) by posting about their engagement within the community, (✓) thereby promoting their involvement/raising awareness/desire to improve their communities, (✓) which could encourage others to get involved/be motivated to bring about positive change. (✓)
- Sharing personal experiences (blogs/videos/social media posts), (✓) which lends realism to their message about overcoming challenges, (✓) making an impact in society which could resonate deeply with others, (✓) fostering a genuine desire to get involved. (✓)
- Establishing platforms that are accessible to all, regardless of background/skill level, (✓) ensuring that more young people can participate/come together to discuss social issues/ideas, and collaborate on projects, (✓) creating spaces that promote collective action, (✓) making everyone feel valued/heard as a united movement. (✓)
- Organising online petitions/crowd funding/campaigns/virtual events, (✓) mobilising young people by using technology, (✓) to coordinate efforts/rally support for social causes, (✓) making it easier for more people to get involved. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4)

(8)
[20]



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QUESTION 6***NOTE TO TEACHER:**

In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 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.

Briefly state FOUR lifestyle factors that may increase the risk of a person contracting tuberculosis.

***NOTE TO TEACHER:**

Distinguish between conditions beyond someone's control and choosing a lifestyle or contributing to certain conditions that could increase the risk of contracting TB. Marks should only be awarded for **personal lifestyle choices**.

Marks should be awarded as follows:

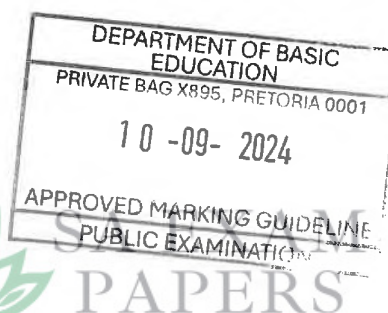
ONE mark (✓) for each response.

Possible responses could include:

- Smoking/vaping, making it easier for TB bacteria to enter the body. (✓)
- Excessive alcohol intake, reducing the body's ability to fight off TB bacteria. (✓)
- Drug use could weaken the immune system. (✓)
- Following a poor diet/nutrition could make it harder for the body to defend itself against TB. (✓)
- Poor personal hygiene/living unhygienically. (✓)
- Lack of physical activity/a sedentary lifestyle. (✓)
- Failing to seek medical attention for persistent cough/fever/night sweats/weight loss. (✓)
- Travelling to/living/working in areas with high rates of TB/close contact with someone who has active TB without taking appropriate precautions. (✓)
- Lack of sleep/chronic stress. (✓)
- Failing to regularly monitor/manage chronic conditions, compromising one's immune function. (✓)
- Regularly spending time in crowded social settings. (✓)
- Not using masks/other protective measures in high-risk areas/situations. (✓)
- Not receiving/ignoring the Bacillus Calmette-Guérin (BCG) vaccine. (✓)
- Constantly exposing yourself to indoor pollutants. (✓)
- Lack of educating yourself about TB transmission/symptoms/prevention. (✓)
- Not participating in regular health screenings. (✓)
- *Any FOUR of the above responses for ONE mark each.*

(4 x 1)

(4)



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Discuss in detail how early treatment of TB could help individuals who are infected to manage the disease more effectively.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for each well-explained response.

NOTE TO TEACHER:

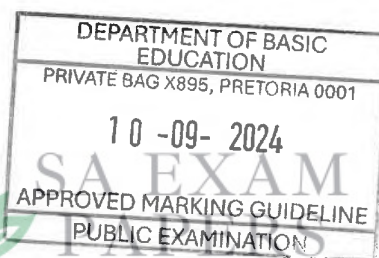
To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

Early treatment of TB could ...

- lead to shorter/less intensive treatment procedures, which are easier for to complete, (✓) improving adherence to treatment protocols, (✓) and this early treatment may make them less likely to develop severe complications, (✓) which may prevent hospitalisation/the need for intensive care. (✓)
- prevent TB from progressing to a more severe state, (✓) leading to fewer symptoms/less physical damage, (✓) ensuring that the individual experiences a milder illness with less discomfort/pain, (✓) making the individual less likely to face life-threatening complications. (✓)
- reduce the spread of TB to others, (✓) helping the individual protect their family/community from infection, (✓) and this may bring peace of mind/may minimise the guilt that the person may feel about transmitting a contagious disease, (✓) that may encourage them to remain proactive in managing their health. (✓)
- have better health outcomes, (✓) as the individual may have a higher likelihood of a complete recovery/returning to a normal way of life, (✓) and this could reduce the psychological burden of the fear of long-term health issues, (✓) ensuring that the individual can resume their daily activities/work/social life sooner. (✓)
- ensure a quicker recovery time/could quickly reduce symptoms like coughing/fatigue/weight loss, (✓) allowing the individual to get back to their routine/responsibilities faster, (✓) reducing the time spent in discomfort/dependence on others for care, (✓) improving their sense of independence/productivity. (✓)
- reduce the financial burden on the individual, (✓) by minimising medical expenses related to prolonged/advanced treatment, (✓) lessening indirect costs, such as loss of wages due to extended illness, (✓) thereby reducing financial stress. (✓)
- ensure that through regular monitoring/support the individual receives comprehensive care, (✓) which may help in managing side effects, (✓) and this continuous support may boost the individual's confidence in their recovery process, (✓) and may ensure that their overall health is always managed more successfully. (✓)
- reduce the risk of developing drug-resistant TB, (✓) which is much harder to treat/may require more expensive medications, (✓) and this may ensure that the individual's treatment remains normal/effective, (✓) resulting in fewer side effects/a higher chance of being cured. (✓)
- *Any TWO of the above responses for FOUR marks each.*

(2 x 4)

(8)



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Examine the possible impact of stigmatisation on the effectiveness of treatment for TB infected individuals.

Marks should be awarded as follows:

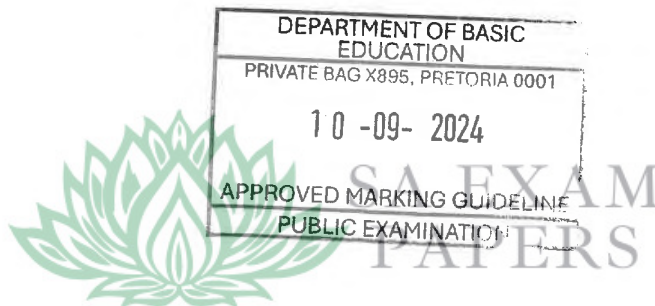
FOUR marks (✓✓✓✓) for each well-explained response.

NOTE TO TEACHER:

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

Possible responses could include:

- Individuals who feel stigmatised may be less likely to adhere to their treatment regimen, (✓) as they may want to avoid being seen at health facilities, (✓) taking medicine in front of others, (✓) resulting in them skipping doses/stop taking medicine altogether, (✓) and this could lead to prolonged infectiousness/the development of drug-resistant TB. (✓)
- The stress/anxiety caused by stigma may lead to mental health problems such as depression/anxiety, (✓) and these issues could interfere with an individual's ability to follow treatment plans, (✓) affecting their motivation to continue to get help, (✓) thereby engaging in unhealthy behaviours that may complicate the management of the disease. (✓)
- Stigmatised individuals may experience social isolation, (✓) as they withdraw from social interactions to avoid discrimination, (✓) and this could reduce the social support that is crucial for coping with the illness, (✓) leading to higher rates of treatment failure/possible fatalities. (✓)
- Stigma may strain relationships with family/friends, (✓) leading to a lack of support at home, (✓) as family members might also distance themselves, due to fear of infection/social repercussions, (✓) and this could negatively affect the individual's ability to manage the disease effectively. (✓)
- Stigmatisation may lead to discrimination in the workplace, (✓) resulting in job loss/reduced employment opportunities/economic hardships, (✓) which could make it difficult for individuals to afford transportation to health facilities/nutritious food/other necessities, (✓) thereby preventing them from getting the proper care/treatment. (✓)
- Individuals who experience stigma from healthcare providers may develop mistrust towards the healthcare providers, (✓) deterring them from seeking regular medical advice/following prescribed treatments/disclosing important information about their condition/inhibiting them from engaging in open discussion, (✓) as they may feel prejudiced/unfairly treated by them, (✓) thereby compromising their health. (✓)
- Individuals may internalise societal stigma, leading to self-stigma/shame (✓) and this internalised stigma could diminish their self-esteem/motivation to seek/adhere to treatment, (✓) leading to a sense of hopelessness, (✓) thereby making them less likely to take proactive steps in managing their health. (✓)

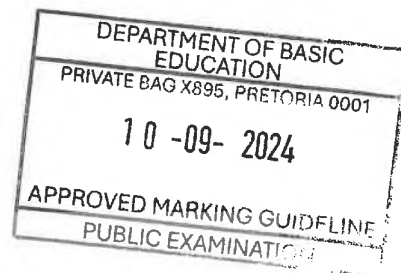


Set up

- Stigmatisation of individuals based on cultural practices such as witchcraft/curse in the family/belief system/myths/misinformation, (✓) may result in an individual not seeking intervention/medical help, (✓) and this could sometimes be detrimental in the effective/fast treatment of TB, (✓) leading to a more severe/drug resistant strain of TB/death. (✓)
- Any TWO of the above responses for FOUR marks each. (2 x 4) (8)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 100



Set up