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GRADE 12

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
SUPPLEMENTARY OCTOBER 2024
MARKING GUIDELINES**

MARKS: 100

These marking guidelines consist of 23 pages.



SECTION A (COMPULSORY)**QUESTION 1**

- 1.1 1.1.1 A (✓)
 1.1.2 B (✓)
 1.1.3 C (✓)
 1.1.4 B (✓)
 1.1.5 D (✓) (5)
- 1.2 1.2.1 Orienteering (✓) (1)
 1.2.2 Action plan (✓) (1)
 1.2.3 Transparency (✓) (1)
- 1.3 1.3.1 **Describe how you could use mnemonics to study effectively.**

Marks should be awarded as follows:

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

You could create...

- acronyms (✓) which could simplify a list of items/concepts into a single/memorable word. (✓)
- mind-benders/phrases/sentences (✓) that could assist in recalling sequences/lists by embedding them into a familiar sentence. (✓)
- rhymes/songs (✓) which could make information more memorable/reinforce memory through repetition/auditory association. (✓)
- visual imagery (✓) using vivid/unusual/striking images to remember content easier. (✓)
- memory rooms/locations (✓) by placing items in specific locations along a familiar route to retrieve/recall them from your memory. (✓)
- numbering/lettering systems for new information, (✓) which could break down large pieces of information into smaller/more manageable units. (✓)
- stories that incorporate the items you need to remember, (✓) which could provide a framework for recalling items from a narrative. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)



1.3.2 Discuss ONE way in which the Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997) protects the right to safety of workers in the workplace.

Marks should be awarded as follows:

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

Possible responses could include:

- Regulating working hours, (✓) to prevent fatigue, leading to accidents. (✓)
- Mandating meal/rest breaks, (✓) to keep workers alert. (✓)
- Setting limits on child labour (15 – 18 years old), (✓) to prevent young workers from being exposed to hazardous conditions. (✓)
- Promoting fair/equal treatment, (✓) discouraging actions that could lead to harassment. (✓)
- Providing sick leave/rest periods, (✓) to ensure that workers can recover from illness. (✓)
- Ensuring reasonable working conditions, (✓) eliminating unnecessary safety risks. (✓)
- Preventing dismissal/discrimination, (✓) for reporting harassment/on unsafe/risky working conditions. (✓)
- Making provision for grievance procedures, (✓) to lodge complaints without fear of victimisation. (✓)
- Including safe working conditions clause, (✓) to ensure the provision of necessary protective gear if the job involves any dangers. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

1.3.3 Explain the term coping mechanisms in relation to stress.

Marks should be awarded as follows:

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

Possible responses could include:

- Techniques/Actions that may help individuals manage their feelings/emotions, (✓) in order to deal with anger/anxiety/adversity/trauma. (✓)
- Adaptive responses to difficult situations, (✓) helping individuals to navigate/overcome challenges. (✓)
- Unconscious/Conscious strategies used to regulate emotions, (✓) protecting oneself from emotional pain. (✓)
- Strategies used to maintain mental health, (✓) promoting overall welfare/improving self-esteem. (✓)
- Approaches used to build resilience, (✓) enabling individuals to have a greater sense of control. (✓)
- Methods used to deal with problems/difficulties, (✓) improving one's problem-solving skills. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



1.4 1.4.1 **State TWO possible challenges that e-businesses could face in South Africa.**

Marks should be awarded as follows:

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

Possible responses could include:

- Limited internet access/slow connectivity in rural areas. (✓)
- High data costs/inconsistent network coverage. (✓)
- High incidences of cybercrime/hacking/online fraud. (✓)
- Limited online payment options. (✓)
- High transaction fees. (✓)
- Lack of security measures to protect customer information. (✓)
- Increased competition from local/international e-businesses. (✓)
- Limited digital skills/e-commerce expertise among entrepreneurs/employees. (✓)
- The struggle to build credibility/a good reputation with customers in a virtual/competitive environment. (✓)
- Issues in catering to diverse linguistic/cultural needs of the country. (✓)
- Frequent power outages/load shedding that impact online operations. (✓)
- Economic instability/inflation/currency fluctuations. (✓)
- Fake customers committing acts of fraud. (✓)
- *Any TWO of the above responses for ONE mark each.* (2 x 1) (2)

1.4.2 **Explain ONE way in which an e-business could stand out from competitors in a marketplace.**

Marks should be awarded as follows:

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

Possible responses could include:

- Clearly expressing what makes it unique/different/exclusive, (✓) through addressing specific customer desires/needs on their website. (✓)
- Personalising individual customer online profiles, (✓) thus creating a more engaging/satisfying shopping experience. (✓)
- Including fast response times/easy returns/proactive communication, (✓) through the use of Messenger/Google/Microsoft Forms/Instagram/X. (✓)
- Including consistent branding/high-quality content/reviews/engaging social media presence/developing a strong brand identity, (✓) that resonates with the target audience. (✓)
- Utilising the latest technology (Artificial Intelligence/AI/Artificial Reality/AR/Virtual Reality/VR/chatbots) for customer service, (✓) which may offer a more interactive/efficient shopping experience. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)



1.4.3 **Suggest ONE strategy that an e-business could use to gain the trust of customers in an online shopping environment.**

Marks should be awarded as follows:

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

Possible responses could include:

- Providing detailed/accurate descriptions of products/services, (✓) making them more confident in making a purchase. (✓)
- Ensuring transparent pricing/no hidden costs, (✓) encouraging repeat/ongoing/continuous/recurring purchases. (✓)
- Establishing open/accessible communication channels (live chat/email/phone), (✓) which demonstrates reliability/care/willingness to address their concerns. (✓)
- Posting positive reviews on their websites/highlighting endorsements from influencers, (✓) which could provide reassurance that the business delivers on its promises. (✓)
- Clearly communicating about data privacy/secure payment methods, (✓) which reinforces their confidence to make purchases. (✓)
- Ensuring compliance within industry standards/regulations, (✓) guaranteeing that the business operates legally/ethically. (✓)
- Creating a well-designed/professional site including contact details, (✓) giving the assurance that the business is legitimate/reliable. (✓)
- Regularly updating their media platforms, (✓) showing that the business is active/knowledgeable/dedicated to providing value. (✓)
- Enforcing clear return/refund policies/shipping information, (✓) and this transparency could reduce the perceived risks of doing business with the company. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

TOTAL SECTION A: 20



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 *niche* in the job market.**

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 a ...

- part of the job market that is not well-served by the current workforce, (✓)
as there are fewer workers with the necessary skills. (✓)
- specific area requiring unique combination of skills/knowledge/
expertise, (✓) making someone stand out in a specialised field. (✓)
- job opportunity/career path that could cater to specific interests/needs, (✓)
which may be driven by technological advancements/cultural shifts/new
regulatory requirements. (✓)
- market segment that requires professionals with rare/highly sought-after
expertise, (✓) where competition may be limited/opportunities are plentiful
for those with the right qualifications. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



2.2 Describe how graduates could more easily secure employment opportunities through the use of online resources.

Marks should be awarded as follows:

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

Possible responses could include:

- Identifying their strengths/areas for improvement through career assessment websites, (✓) helping them to tailor their job search/professional development. (✓)
- Using job matching platforms/profiling forms, (✓) to align their skillset/talents/qualifications/experience with specific vacancies. (✓)
- Accessing global platforms that advertise remote work opportunities, (✓) which could expand the job market/search in regions with more job opportunities. (✓)
- Attending virtual interviews, (✓) enabling them to be competitive in the global job market. (✓)
- Utilising automated CV screening tools, (✓) that may help them to optimise their application to better match specific job descriptions/requirements. (✓)
- Using professional career platforms to attend a wide range of online courses, (✓) that could help them acquire new skills/update existing ones for in-demand careers. (✓)
- Accessing a wider variety of job recruitment networks, (✓) allowing them to get first-hand information on possible job openings/opportunities much quicker. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

2.3 How may societal expectations influence your decision when selecting a career?

Marks should be awarded as follows:

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

Possible responses could include:

- Family pressure (✓) often pushes youth toward careers associated with stability/status/conflicts with personal interests. (✓)
- Cultural beliefs (✓) may dictate which professions are considered respectable/appropriate. (✓)
- Peers/friends/social circles (✓) could lead you to pursue careers that fit with what your peers are doing. (✓)
- The media could shape perceptions of career success/glamorise certain professions, (✓) influencing you to idealise those careers. (✓)
- Strong focus on financial stability, (✓) which may push you toward high-paying/secure fields. (✓)



- Schools often emphasise certain fields (Science, Technology, Engineering, Mathematics/STEM), (✓) steering you away from less-promoted/niche careers. (✓)
- Traditional gender roles (✓) could direct you towards different career paths/influence your career decision based on gender. (✓)
- Pressure to quickly attain career success, (✓) may push you into decisions that prioritise status over long-term passion. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

2.4 Discuss how understanding the trends in the job market could help you to make a better career choice.

Marks should be awarded as follows:

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

It allows you to...

- acquire/refine skills that are in high demand, (✓) thereby helping you to align your qualifications with employer needs. (✓)
- explore/discover more job opportunities/advancement possibilities, (✓) which may align with your own interests/skills. (✓)
- understand how technology is impacting various industries, (✓) so that you may adapt your career strategy/shifting to roles that are less likely to be automated. (✓)
- gain insights into salary expectations/benefits for different roles, (✓) which may help you to consider various financially sound job options. (✓)
- find new/evolving job roles that may not have existed previously, (✓) and this could help you to explore other innovative career opportunities. (✓)
- identify stable/established professions/companies, (✓) which could help you decide on whether to choose careers that may offer job security/reduce the risk of unemployment. (✓)
- highlight geographic areas with high demand for certain professions, (✓) allowing you to consider whether you should relocate for better job opportunities. (✓)
- identify jobs that promote work-life balance/corporate social responsibility, (✓) which may align with your personal values/career aspirations. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)



2.5 Suggest TWO strategies that could be used to manage emotional stress during job searching.

Marks should be awarded as follows:

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

Possible responses could include:

- Setting realistic/achievable job goals/expectations, (✓) could prevent you from feeling despondent/keep you motivated through the job search. (✓)
- Staying organised/focused when managing/submitted multiple job applications, (✓) making you to feel confident/organised through the process. (✓)
- Connecting with friends/family/online support systems, (✓) ensuring you receive the required support/guidance/advice to deal with disappointments. (✓)
- Accepting that rejections are a normal part of the job search process, (✓) using them as opportunities for learning/improvement rather than personal setbacks. (✓)
- Requesting feedback from recruiters on unsuccessful applications, (✓) could give you clarity/closure/peace of mind allowing you to move forward/persevere with the process. (✓)
- Creating a daily schedule that includes time for job searching, (✓) as a consistent routine could reduce anxiety. (✓)
- Applying for part-time jobs/volunteering/upgrading your skills/experiences, (✓) may give you a sense of purpose/fulfilment whilst you search for a job. (✓)
- Focusing on the things that are within your control (preparation of materials/interview), (✓) thereby keeping your mind occupied/being more focused on a specific task. (✓)
- Allowing yourself time to rest/relax/exercise, (✓) could help you manage your feelings of being stagnant/helpless/worried/building your self-esteem. (✓)
- Learning to manage negative thoughts/self-talk, (✓) by shifting your mind to positive affirmations/practicing gratitude for small achievements. (✓)
- Seeking professional help to compile a CV/cover page/interview preparation, (✓) could build one's self-image/confidence. (✓)
- Being proactive/persistent/continuously applying/networking/following up on applications, (✓) instilling a positive outlook throughout the process. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)



- 2.6 **Assess the effectiveness of learnerships in addressing the skills gap among graduates. In EACH response, also indicate how these programmes can enhance employability.**

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. (✓)

Learnerships could ...

- provide practical work experience (✓) that may help individuals develop industry-specific skills/apply theoretical knowledge in real-world settings, (✓) resulting in increased job readiness. (✓)
- offer practical/on-the-job training that aligns with industry needs, (✓) allowing individuals to gain hands-on experience, (✓) which could make them more competitive in the job market. (✓)
- integrate formal education with workplace experience, (✓) which could help individuals develop relevant skills, (✓) increasing their attractiveness to potential employers. (✓)
- include mentorship components, (✓) enabling individuals to build professional networks, (✓) which could lead to more job opportunities. (✓)
- ensure that individuals develop soft/professional skills, (✓) which are highly valued by employers, (✓) as this could secure them positions in the workplace. (✓)
- expose them to real-world challenges, (✓) allowing them to develop critical thinking/problem-solving skills, (✓) which are essential for professional roles. (✓)
- afford them opportunities to complete a recognised qualification, (✓) which could serve as credentials that may validate the individuals' competencies to potential employers, (✓) making them sought after by companies. (✓)
- offer specialised training in niche areas of industries, (✓) which could equip individuals with unique skills that are in high demand but short supply, (✓) thereby making them more desirable/suitable to employers. (✓)
- help individuals understand workplace culture/expectations, (✓) as these may allow them to develop an understanding of how to navigate workplace dynamics, (✓) making them better prepared to integrate smoothly into professional environments. (✓)
- Any TWO of the above responses for THREE marks each. (2 x 3) (6)

[20]



QUESTION 3**3.1 Explain the term *post-school destination*.****Marks should be awarded as follows:**

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

Definitions:

It could refer to a...

- path/outcome/next step/phase that a learner pursues/follows after completing their formal schooling by, (✓)

Possible qualifiers:

- enrolling to higher education institutions. (✓)
 - applying for employment/entering the workforce. (✓)
 - taking a gap year. (✓)
 - becoming an entrepreneur. (✓)
 - joining military service. (✓)
 - getting into vocational/other skills training programmes. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

3.2 Describe ONE way in which the demands of a new job could negatively affect your transition into a new social environment.**Marks should be awarded as follows:**

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

Possible responses could include:

- Stress/Fatigue from your new work responsibilities, (✓) could reduce your energy levels/desire for social interactions. (✓)
- The requirement to travel for your work/work on weekends/long hours/shifts, (✓) making it difficult for you to build new relationships/network. (✓)
- The pressure to perform well/being professionally overloaded, (✓) which could lead you to withdraw/isolate from social engagements. (✓)
- A high workload that limits your ability to explore/familiarise yourself with the geographical area, (✓) making it challenging for you to make social connections in an unfamiliar location. (✓)
- The inability to balance your work and personal life/conflicting priorities, (✓) limiting your exposure to diverse social circles/experiences. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



3.3 Why is researching accommodation important in managing post-school transition?

Marks should be awarded as follows:

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

It helps you to...

- secure a suitable/safe place to live, (✓) ensuring that you have an appropriate living environment/reduced stress. (✓)
- develop independence/responsibility, (✓) as it may teach you valuable life skills/budgeting/time management/household management. (✓)
- find a place close to your study/work, (✓) reducing time spent travelling/transportation costs/preventing late arrival at study/work/making it easier to engage in social/extracurricular activities. (✓)
- select a place that fits your budget, (✓) avoiding unnecessary loans/debt. (✓)
- locate a supportive community, (✓) which could assist you to navigate the challenges of a new way of life/to help you adjust to the new area easily. (✓)
- gain knowledge of the legal aspects (lease agreements/tenant rights), (✓) which could protect you from potential issues/disputes with landlords. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

3.4 How could developing a good support network with friends assist you in making a successful transition to post-school destinations?

Marks should be awarded as follows:

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

It could provide...

- emotional support, (✓) which could help you maintain a positive outlook/resilience. (✓)
- practical advice, (✓) which could aid you in making informed decisions/feeling more prepared for the change that is taking place. (✓)
- networking opportunities, (✓) which may lead you to new professional/academic prospects. (✓)
- access to shared resources/knowledge, (✓) which could help you in achieving post-school goals. (✓)
- a sense of accountability/motivation, (✓) increasing the likelihood of staying focused/committed to post-school plans. (✓)

It could assist in...

- reducing feelings of isolation (✓) enhancing overall well-being in new environments. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)



3.5 Discuss TWO ways in which individuals could develop flexibility to manage the negative aspects of change in life.

Marks should be awarded as follows:

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

Possible responses could include:

- Embracing a growth mind-set/being open to learning/welcoming new experiences, (✓) which could be developmental/pushing them out of their comfort zone. (✓)
- Becoming more adaptable to change, (✓) could enable openness to new information/perspectives to learn/viewing challenges as growth. (✓)
- Practicing emotional resilience, (✓) which could help them see the positive aspects of change/reduce resistance/process emotions/move forward more effectively. (✓)
- Developing problem-solving skills/being resourceful, (✓) which could enable them to adapt when a situation changes unexpectedly/be willing to explore multiple options to their difficulties. (✓)
- Staying physically/mentally healthy or managing stress/maintain a balanced routine, (✓) which could enable them to stay calm/think more clearly when faced with challenges. (✓)
- Having contingency plans/focusing on the bigger picture, (✓) which could make it easier for them to pivot/adjust their approach to different circumstances. (✓)
- Taking calculated risks, (✓) which could empower them to address/overcome obstacles. (✓)
- Being a lifelong learner, (✓) could help them open up to learning new skills, improving their preparedness for future responsibilities. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)



- 3.6 **Assess TWO strategies for managing intrapersonal conflict during post-school transition. In EACH response, also indicate how it may positively impact an individual's professional life.**

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:

- Engaging in open/honest/assertive communication with yourself (using 'I' statements/actively listening to your inner dialogue/challenge any negative self-talk/assumptions within yourself), (✓) which could make you take ownership of your feelings without shifting the blame on others, (✓) enhancing your ability to resolve disputes rationally/ positively. (✓)
 - Examining your thoughts/feelings deeply, (✓) allowing you to identify the root causes of your internal troubles, (✓) resulting in improved emotional intelligence/better decision-making skills in professional settings. (✓)
 - Setting clear goals during periods of uncertainty, (✓) which could provide direction, (✓) leading to enhanced productivity/a stronger sense of purpose in your career. (✓)
 - Practicing mindfulness/stress management techniques, (✓) by promoting relaxation, (✓) leading to improved tension solving/composure in high-pressure situations at work. (✓)
 - Prioritising self-care/well-being, (✓) which could enhance resilience/support sustained energy/performance, (✓) contributing to better work-life balance/productivity in the workplace. (✓)
 - Engaging in self-reflection/mindfulness practices, (✓) which could help you to become more aware of your thoughts/emotions, (✓) and in this way you will use the lesson learnt to deal/prevent hiccups which might disturb your future growth. (✓)
 - Learning to effectively regulate emotions (taking a deep breath/progressive muscle relaxation/visualisation), (✓) which may calm yourself during moments of heightened emotional distress, (✓) leading to a more composed personality/unwavering in the face of any adversity. (✓)
 - Any TWO of the above responses for THREE marks each. (2 x 3) (6)
- [20]**

TOTAL SECTION B: 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 objectives of an impact study on social issues in communities.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible responses could include:

- Evaluating how a specific intervention/programme **affects** social issues. (✓)
- Determining the **changes** in social conditions/behaviours resulting from interventions. (✓)
- Analysing how the **intervention** interacts with existing social structures/community dynamics. (✓)
- Quantifying the outcomes/benefits, **such as** improved quality of life/reduced inequality/enhanced community **engagement**. (✓)
- Providing data/insights to guide **policy** decisions/improve future interventions. (✓)
- Assessing the effectiveness/efficiency of interventions in addressing targeted social issues. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)



Discuss in detail how public participation could contribute to impact studies on the establishment of bars/taverns near schools.

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. (✓)

Public participation could ...

- ensure that a **wide range of perspectives** are considered from local residents/parents/**teachers**, (✓) which may provide insights into how a bar/tavern might affect the school **environment/community safety/learners' behaviour**, (✓) and these diverse viewpoints could reveal **potential social issues** (influence of alcohol advertising on minors/the potential for increased social issues), (✓) which may not be **apparent** to external stakeholders/decision-makers. (✓)
- help identify **potential risks** associated with a bar/tavern near schools, (✓) by pinpointing concerns like the possibility of increased underage drinking/loitering/other disruptive behaviours, (✓) thereby also highlighting specific local factors, such as high levels of crime, (✓) that could exacerbate the risks associated with the new establishment. (✓)
- provide valuable local knowledge/data that might not be readily available through formal channels, (✓) as parents/teachers/local businesses/residents may share observations about learners' behaviour/school safety/ crime statistics, that could be impacted by a nearby bar/tavern, (✓) which may help paint a more accurate picture of the potential impact, (✓) and this grassroots information could significantly enrich the study's findings. (✓)
- contribute to more informed/balanced decision-making, (✓) when the concerns/suggestions of the community are incorporated into the impact study, (✓) thus ensuring that the final recommendations are more likely to address the real needs/priorities of the local population, (✓) leading to more effective/targeted mitigation measures (restrictions on operating hours/enhanced security measures/specific zoning regulations). (✓)
- legitimise the value/intentions of the impact study, (✓) ensuring that the public does not feel manipulated/suspicious, (✓) developing trust in the authenticity of the study, (✓) thereby helping to uphold the aims of the project. (✓)
- increase community engagement, (✓) fostering a sense of ownership, (✓) while also building trust in this specific study, (✓) thereby encouraging support for the implementation of its recommendations on the impact of a bar/tavern in that area. (✓)
- contribute to collaborative input from the community, (✓) which could aid in developing practical solutions/addressing specific local concerns with regards to the objectives of the study, (✓) providing actionable insights, (✓) that may complement the study's findings. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)



Examine TWO ways in which schools could create greater awareness about social issues in communities.

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:

- Organising seminars/workshops/panel discussions on issues like inequality/ racism/gender rights/mental health/environmental concerns, (✓) by inviting experts/activists/community leaders to speak at these events, (✓) could be effective in engaging the wider community, (✓) thereby providing a platform for dialogue, empowering learners to take action on social causes. (✓)
- Ensuring that lessons on social justice/human rights/diversity are integrated in the curriculums across all grades, (✓) which may help learners to understand these issues deeply from a young age, (✓) and this emphasis on societal problems could have a long-term impact, (✓) as it ensures continuous learning/ critical thinking on such issues from an early age. (✓)
- Encouraging learners to engage in social advocacy within the school/ online, (✓) through social media posts/podcasts/creating short documentaries, (✓) and this could be effective in reaching a larger audience, (✓) inspiring peer involvement in addressing social matters. (✓)
- Requesting learners to engage in community service projects designed to address local social issues, (✓) including partnerships with relevant stakeholders, (✓) which may directly impact on both the community/ learners, (✓) fostering deeper understanding of social issues. (✓)
- Involving learners in creating murals/street art/performances, (✓) publicly displaying this art, drawing attention to important topics, (✓) generating curiosity/discussion within the community, (✓) inspiring compassion with the audience. (✓)
- Collaborating with local newspapers/radio stations/TV networks to feature initiatives by learners, (✓) could encourage discussions on social issues, (✓) providing a wider platform to disseminate information, (✓) reaching people who otherwise wouldn't have engaged in addressing social ills in school communities. (✓)
- Partnering with local organisations to give learners hands-on experience in addressing social problems, (✓) by organising volunteer activities, (✓) encouraging them to create/lead their own projects, (✓) which could highlight successful outreach projects to inspire broader community involvement. (✓)
- Using their own media platforms to feature articles on current social issues written by learners, (✓) while also developing challenges thereof that can go viral within the school/broader community, (✓) hence promoting maximum participation. (✓) which could motivate/inspire others to learn more about the impact of these issues on the community. (✓)
- *Any TWO of the above responses for FOUR marks each.*

(2 x 4) (8)

[20]



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 a lack of education could increase human rights violations in society.

Marks should be awarded as follows:

ONE mark (✓) for each response.

It could result in ...

- some individuals not knowing how to access legal resources/support systems. (✓)
- disorganisation/ineffective responses to address/prevent human rights abuses. (✓)
- some leaders'/authority figures being less informed about human rights principles/more likely to perpetuate biased practices. (✓)
- poorly designed/implemented policies that fail to address/prevent human rights abuses effectively. (✓)
- the promotion of systemic biases/discriminatory practices, going unchallenged. (✓)
- resistance against progressive reforms aimed at improving human rights. (✓)
- limited awareness about human rights/of abuses/the need to report it/voice their concerns. (✓)
- the lack of ability of individuals/groups to advocate effectively for human rights/to mobilise support for change. (✓)
- some people being more vulnerable to exploitation/manipulation by those in power. (✓)
- the increase in harmful practices/cultural norms that could violate human rights. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)



Discuss in detail TWO long-term effects of gender-based violence (GBV) on the mental well-being of survivors.

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:

- A distorted self-esteem/self-image/self-concept over time, (✓) as they may be unable to come to terms with what happened to them, (✓) which could affect their thought patterns, (✓) leading to constant feelings of shame/guilt/negative self-perception/self-blame. (✓)
- Continuously struggling to find meaning/purpose after a traumatic/violent experience, (✓) and this could leave them reeling/feeling insecure within themselves, (✓) which could lead to a loss of identity, (✓) causing survivors to forget who they were before the trauma/feeling lost within society. (✓)
- Experiencing psychological disorders, (✓) as they may tend to believe that abuse is a normal part of life, (✓) which could make them feel that abuse is acceptable, (✓) leading to them also becoming abusers. (✓)
- Feelings of insecurity, (✓) due to fear of intimacy after the trauma, (✓) could lead to difficulty in forming trusting relationships, (✓) thereby believing that they could be hurt again/making them feel unworthy. (✓)
- Often considering self-harm/committing suicide, (✓) due to feelings of despair/hopelessness/uselessness, (✓) as they feel that no one could help/save them, (✓) thereby looking for an easy way out/escape from the trauma that they have experienced. (✓)
- Developing anxiety disorders, (✓) due to the shock/violence of the experience, (✓) could leave them feeling constantly anxious, (✓) leading to withdrawal from day-to-day activities. (✓)
- Experiencing psychosomatic/stress-induced illnesses/diseases (tension headaches/chronic pain/gastrointestinal issues), (✓) due to the stress experienced/ongoing negative thoughts, (✓) because they failed to seek help to manage the trauma, (✓) causing further mental strain. (✓)
- Feelings of stigmatisation, (✓) due to their own misconceptions, (✓) making it harder for survivors to seek help/disclose their trauma, (✓) leading to a life of depression/isolation. (✓) (8)
- A higher risk of experiencing further victimisation, (✓) due to the lack of awareness of protective services, (✓) as the abusers often remain in control of/ prevent them from seeking assistance, (✓) leaving them feeling trapped/unable to help themselves. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2x4)



Examine TWO effective ways in which young people could actively contribute to campaigns aimed at addressing GBV in South Africa.

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:

- Using social media platforms/hashtags (#) to raise awareness/share information, (✓) as this could reach a **diverse/wide audience**, (✓) leading to increased online engagement in the **cause**, (✓) thereby mobilising support for the campaign. (✓)
- Organising/hosting events/rallies/protests, (✓) to draw attention to these issues, (✓) as this could also promote **solidarity** within communities, (✓) increasing community engagement to participate in the campaigns. (✓)
- Assisting to educate their peers/communities, (✓) advising them about the importance of redressing such injustices, (✓) which could increase their knowledge/understanding about these problems happening around them, (✓) leading to the protection of others dignity/safety. (✓)
- Collaborating with organisations (Non-Profit Organisations/NPO/Non-Government Organisations/NGO/Faith-based Organisations/FBO), (✓) to amplify their work/support their initiatives, (✓) which could strengthen relationships on different platforms, (✓) resulting in increased resources/greater awareness of these activities. (✓)
- Creating/Participating in online petitions, (✓) putting pressure on decision-makers/people in power, (✓) which could emphasise the urgency of the issues at hand, (✓) possibly resulting in them reacting quicker to these challenges. (✓)
- Sharing personal stories of survivors on social media platforms, (✓) to humanise the extent of the problem, (✓) which could lead to an emotional connection with the public/audience, (✓) thereby creating a greater impact on the issue/encouraging greater involvement in addressing these violations. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

[20]



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 ways in which a job contract could help to protect the rights of those who work remotely.

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible responses could include:

- Defining expected work hours/availability online. (✓)
- Including any remote work allowances/equipment stipends/compensation. (✓)
- Specifying security measures/responsibilities for handling sensitive information/data online. (✓)
- Outlining preferred communication methods/frequency of virtual communication. (✓)
- Clarifying who is responsible for providing/maintaining work equipment/reimbursement for remote work-related expenses. (✓)
- Setting clear evaluation criteria to assess remote work effectiveness. (✓)
- Addressing a worker's responsibility for maintaining a safe/ergonomic home work environment. (✓)
- Including clauses to safeguard proprietary information/ensuring that remote workers adhere to confidentiality standards. (✓)
- Providing guidelines to help prevent overwork/expectations for remote work. (✓)
- Detailing the training/technical support available to remote workers. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)



Discuss in detail the importance of effective communication skills between an employer and a worker within a remote working environment.

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:

- Helps prevent misunderstandings, (✓) as both parties would clearly grasp each other's expectations/needs/concerns, (✓) which could prevent errors/mistakes/conflicts, (✓) thereby creating a harmonious working relationship when they are not face to face. (✓)
- Ensures that the employer and worker actively listen to each other's ideas/concerns/feedback, (✓) as it shows that they value/respect one another, (✓) building respect/fostering a sense of trust, (✓) which is essential during virtual meetings/discussions. (✓)
- Prevents feelings of resentment, (✓) when issues/conflicts arise in the work environment, (✓) as these skills may help to resolve problems amicably/timeously, (✓), enhancing teamwork in an online work environment. (✓)
- Provides constructive feedback, (✓) which could help workers improve/grow in their roles, (✓) showing that the employer cares about their development/success, (✓) thus helping to improve remote work operations. (✓)
- Allows for the sharing of unique perspectives/ideas, (✓) creating a joint sense of purpose, (✓) resulting in innovative solutions/approaches to their work, (✓) which could foster a collaborative working environment, despite the distance. (✓)
- Helps employers to create safe environments for workers to share personal challenges/emotions, (✓) which could result in open communication channels between the employer and workers, (✓) promoting a supportive work environment, (✓) even though they may not be able to show empathy like they would in a physical work environment. (✓)
- Creates a culture of transparency, (✓) as workers feel may feel at ease sharing concerns/ideas, (✓) which could promote confidentiality/reduce secrecy, (✓) thereby promoting honesty between different parties even though they are at different locations. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)



Examine TWO strategies that employers could use to hold their workers accountable in a remote working environment.

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:

- Scheduling regular video calls/frequent check-ins/one-on-one meetings with workers, (✓) to facilitate ongoing dialogue, (✓) could help to monitor their progress, (✓) guiding them to commit to/ensure that tasks are on track. (✓)
- Setting clear goals/objectives, (✓) to establish measurable targets/performance indicators for remote workers, (✓) so that they may understand what is expected/how their performance will be evaluated, (✓) thereby ensuring that they meet the desired outcomes as agreed. (✓)
- Using project management tools, (✓) to assign tasks/share updates/ adhere to timeframes, (✓) could result in transparency of work progress/deadlines, (✓) ensuring ownership of the work load/acceptance of responsibilities. (✓)
- Implementing time tracking tools, (✓) could provide insights into how time is allocated/help them better manage their schedules/prioritise tasks, (✓) and this data could be used to check on work completed/hours worked, (✓) thereby ensuring that the workers accept responsibility for work completed/if they have not met the agreed goals. (✓)
- Providing regular communication on performance/progress, (✓) as positive reinforcement/corrective guidance could help them stay aligned to their expectations, (✓) encouraging high performance/making them more aware of their progress, (✓) thereby reinforcing commitment to their work load. (✓)
- Keeping detailed records of work/decisions/communication, (✓) could create a reliable reference for future use, (✓) ensuring that the information is available/accessible for evaluating performance, (✓) and in this way a shared sense of ownership/motivation to meet goals may increase productivity. (✓)
- Requiring weekly self-reporting/progress updates/feedback, (✓) through regular submission of reports on tasks completed/challenges faced, (✓) could be used to assess the quality/progress/depth of work presented, (✓) thereby enhancing obligations to the task. (✓)
- Establishing a working schedule, (✓) could create a structured routine, (✓) that ensures consistent productivity of the employee, (✓) thereby helping to reduce procrastination/increasing efficiency. (✓)
- *Any TWO of the above responses for FOUR marks each.*

(2 x 4) (8)
[20]

TOTAL SECTION C: 40
GRAND TOTAL: 100

