



# 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**

**These marking guidelines consist of 26 pages.**

**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	<b>State TWO possible financial challenges for an upcoming social entrepreneur.</b>		

**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)

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**

**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)

**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)

- 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)

**[20]**

**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. (✓)

- 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. (✓)

- 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. (✓)

- 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)  
**[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 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. (✓)

- 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.* (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 21<sup>st</sup> 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)

**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]

**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)

**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)

**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. (✓)

- 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**