



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



NATIONAL SENIOR CERTIFICATE

GRADE 12

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
19 OCTOBER 2020**

MARKS: 80

TIME: 2 hours



This question paper consists of 10 pages.



INSTRUCTIONS AND INFORMATION

1. This question paper consists of three sections, namely SECTION A, SECTION B and SECTION C.
2. The questions in SECTION A and SECTION B are COMPULSORY.
3. Answer any TWO questions in SECTION C.
4. Read ALL the questions carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Write neatly and legibly.

downloaded from stanmorephysics.com

SECTION A (COMPULSORY)

Answer ALL the questions in this section.

QUESTION 1

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.5) in the ANSWER BOOK, e.g. 1.1.6 D.

- 1.1.1 Conditions of service, as part of the core elements of a job contract, could include ...

- A guidelines for workers and employers on joining trade unions.
- B rules regarding the minimum leave days due to a worker per year.
- C regulations with regard to unfair discrimination in the workplace.
- D procedures on regulating affirmative action in the workplace.

- 1.1.2 Good examination writing skills could include the following:

- A Answering more than the required number of questions to obtain maximum marks.
- B Using more time on a difficult question to secure every possible mark.
- C Providing a summary of the rest of the answers when you run out of time.
- D Giving in-depth and extended answers to all the questions in the paper.

- 1.1.3 The emotional benefits of long-term engagement in physical activities could include ...

- A sustaining a sense of fulfilment.
- B an increased social dependence.
- C a healthier body composition.
- D improving one's bodily coordination.

- 1.1.4 Intrapersonal conflict may ...

- A result mainly from external influences.
- B arise from trying to overcome self-doubt.
- C tend to always create intense situations.
- D bring out only the weaknesses in people.

- 1.1.5 A democracy is characterised by ...

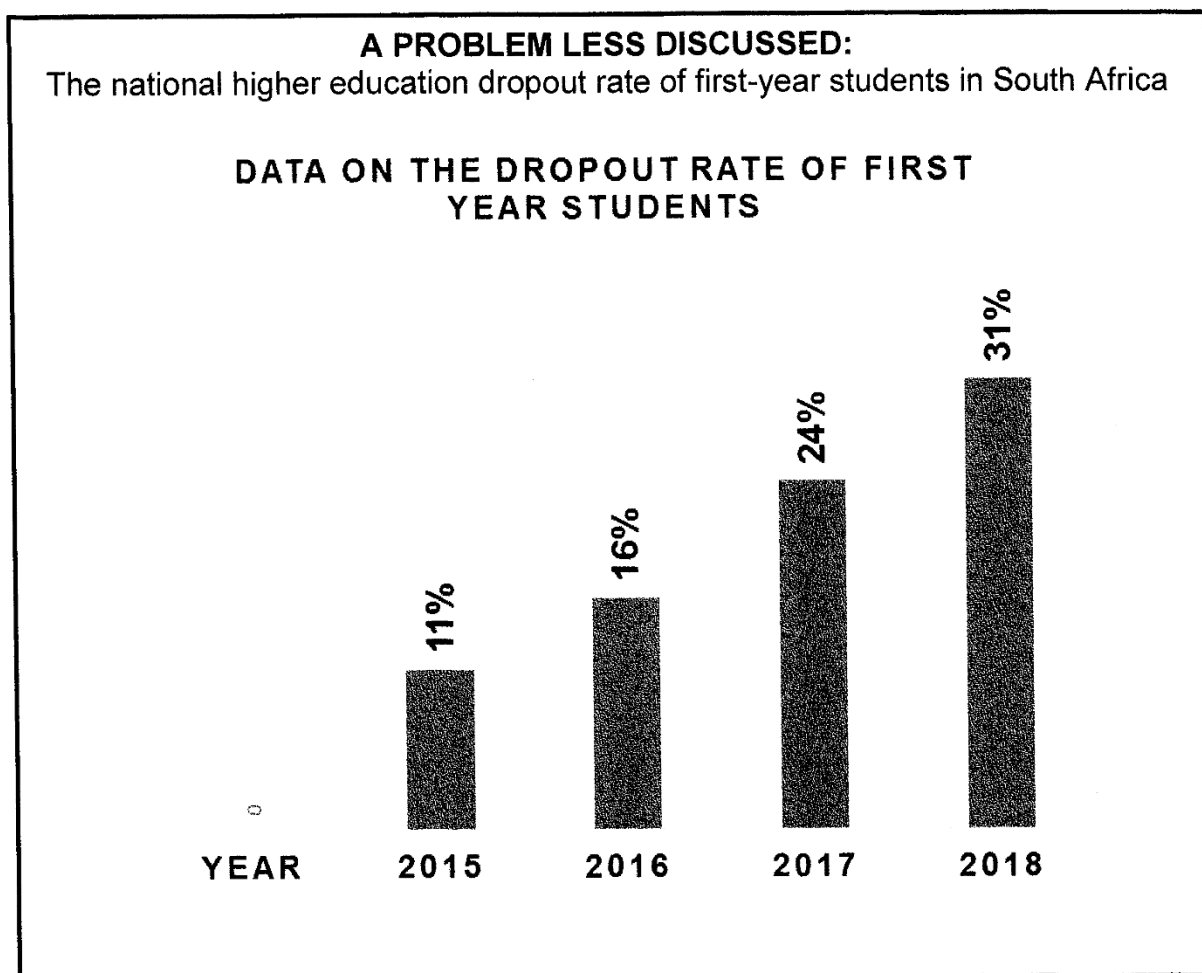
- A acceptance of the political views and beliefs of the ruling party.
- B employment opportunities for previously disadvantaged groups.
- C social equality and justice based on the social status of citizens.
- D transparent decision-making processes and access to information.

(5 x 1)

(5)

- 1.2 Give ONE word/term for EACH of the following descriptions. Write only the word/term next to the question numbers (1.2.1 to 1.2.4) in the ANSWER BOOK.
- 1.2.1 A study skill where one uses rhymes, phrases, acronyms or songs to help one to remember information (1)
- 1.2.2 Various ways in which people may view particular information based on their own outlook on or experiences in life (1)
- 1.2.3 A method included in the South African labour law to correct the injustices experienced by previously disadvantaged groups in the past (1)
- 1.2.4 A condition of being in a good state of health in one's relationships (1)
- 1.3 Answer the following questions by writing the answer next to the question numbers (1.3.1 to 1.3.3) in the ANSWER BOOK. Write your answers in full sentences.
- 1.3.1 State TWO ways in which young people could be empowered to address racial discrimination in their school environment. (2 x 1) (2)
- 1.3.2 Explain why it may be beneficial to include more low-impact exercises in your fitness routine. (1 x 2) (2)
- 1.3.3 Discuss how a worker's lack of responsibility could impact negatively on co-workers. (1 x 2) (2)

- 1.4 Study the graph below and answer the questions that follow.



[Adapted from www.dailymaverick.co.za. Accessed on 7 February 2020.]

- 1.4.1 Give THREE interpretations from the data in the graph about the dropout rate of first-year students. (3 x 1) (3)
- 1.4.2 Discuss ONE possible challenge that first-year students may experience which could lead to similar trends in statistics in future. (1 x 2) (2)

TOTAL SECTION A: 20

SECTION B (COMPULSORY)

Answer ALL the questions in this section. Write your answers in full sentences.

QUESTION 2

Read the extract below and answer the questions that follow.

CLEAN-UP INTERVENTION PROGRAMME LAUNCHED

WeSolve4xCleaning My Planet

From being a street vendor selling vegetables to graduating with an Actuarial Sciences degree, an entrepreneur and activist launched a community clean-up intervention programme to promote environmental awareness and recycling in local communities.

The campaign is based on a simple idea: Community members must donate one hour of their time to cleaning duties every Saturday or Sunday. The campaign aims to teach environmental awareness in local and global communities, as well as to promote the benefits of a clean and healthy environment for future generations.

The activist said: 'Littering is a generational issue which some of us have acquired from our parents, grandparents or older siblings. We see it in both public and private places, and both young and old are guilty. We need to not only inform the young and old in our communities that this is no longer acceptable, but we also need to emphasize that we have a shared responsibility to ensure a clean and healthy environment for all.'

[Adapted from <http://media.ngage.co.za>. Accessed on 20 December 2019.]

- 2.1 Define the term *intervention programme* and state TWO ways in which you as an activist could get community members to participate in such programmes. (1 + 2) (3)
- 2.2 Explain ONE way in which accepting a shared responsibility for a clean environment could promote safe and healthy living in communities. (1 x 2) (2)
- 2.3 Discuss ONE social benefit for communities that participate in intervention campaigns. (1 x 2) (2)
- 2.4 Assess TWO possible reasons why some people do not want to engage in intervention campaigns in their communities. (2 x 2) (4)
- 2.5 Suggest TWO innovative strategies to introduce to the younger generation in your household to help them to sustain a clean and healthy environment. Motivate EACH strategy. (2 x 2) (4)

[15]

QUESTION 3

Read the extract below and answer the questions that follow.

CYBER WELLNESS

Take a moment and think before you share via electronic media

We live in a world where technology is part of our daily lives. Being part of this cyber world¹ has become increasingly important in today's society. The reality is that electronic media makes the world go round. Like technology in general, electronic media, for example social media such as WhatsApp, Facebook, Twitter, YouTube and Instagram, has both advantages and disadvantages.

Young people find it difficult to maintain a balance between reality and the cyber world. People who are using social media platforms have to be careful and think twice before posting any information on social media. Authorities are becoming more and more aware of the increasing trend of people posting offensive information on various social media platforms, and therefore legal measures are being put in place to deal with such incidents.

Glossary:

Cyber world¹: an online environment where many people are involved in social media

[Adapted from www.newportacademy.com. Accessed on 4 February 2020.]

- | | | | |
|-----|---|---------|-----|
| 3.1 | Give THREE reasons why you think the use of electronic media has become increasingly important in a democratic society. | (3 x 1) | (3) |
| 3.2 | Explain ONE way in which your school could promote responsible use of social media platforms among learners. | (1 x 2) | (2) |
| 3.3 | Discuss ONE factor that may determine the topics covered on different media platforms. | (1 x 2) | (2) |
| 3.4 | How could an addiction to social media negatively influence the social skills of the youth? Motivate EACH answer. | (2 x 2) | (4) |
| 3.5 | Assess how posting or forwarding offensive material on electronic media may affect you. | (2 x 2) | (4) |

[15]

TOTAL SECTION B: 30

SECTION C

Answer any TWO questions in this section.

Your responses must consist of paragraphs. Marks will ONLY be allocated for responses written in full sentences.

QUESTION 4

Read the extract below and answer the questions that follow.

THE SHOCKING POWER OF SOCIAL PRESSURE AS A STRESSOR

A new study shows that interacting with others can sometimes lead to more stress than we can ever imagine, since you and your relationships are bound together. Each relationship shapes another relationship in different ways due to the social pressures we place on each other.

This implies that when relationships are mutually enhancing, everyone is happy. When people psychologically harm one another though, that is what leads to stress in relationships.

[Adapted from www.psychologytoday.com. Accessed on 4 February 2020.]

Write paragraphs on ***stress and stressors***.

Use the following as a guideline:

- Indicate THREE ways how social pressure could be regarded as a stressor for young people in their family relationships. (3 x 1) (3)
 - Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional wellbeing. (3 x 2) (6)
 - Recommend TWO conflict resolution strategies you could implement to resist negative social pressure from your friends in a responsible way. In each answer, also indicate how EACH strategy could help you to protect your rights as an individual. (2 x 3) (6)
- [15]**

QUESTION 5

Read the extract below and answer the questions that follow.

GRADE 12 SCHOOL LEAVERS, ARE YOU EQUIPPED FOR THE WORLD OF WORK?

Social media is full of pictures of proud matriculants with a Grade 12 certificate and or graduates with a degree in hand, ready to embark on the next stage in their lives. These young people are searching for their first jobs or to build the career of their dreams.

Unfortunately, too many of them will soon face the realities of the job market. If they do not equip themselves with the skills required for the 4th Industrial Revolution¹ they may not be the perfect fit for the 21st century job market.

Coping with the transition between school and post-school destination, and having to find a job as a Grade 12 school leaver or a graduate, may require of you to find practical strategies to ensure that you will achieve your career goals.

Glossary:

4th Industrial Revolution¹: Refers to the merging of the digital, biological and physical world as well as the use of modern technologies such as artificial intelligence and robotics.

[Adapted from www.weforum.org/jobs-and-the-fourth-industrial-revolution.
Accessed on 17 December 2019]

Write paragraphs on **strategies to achieve goals in post-school destination**.

Use the following as a guideline:

- Identify THREE skills that some Grade 12 school leavers may lack when entering the job market. (3 x 1) (3)
- Discuss THREE ways how research on work/study opportunities could assist you to make informed decisions about post-school destinations. (3 x 2) (6)
- Recommend TWO practical ways in which you, as a Grade 12 school leaver, could use a career portfolio to convince an employer that you could be the suitable candidate for the job. In EACH answer, also indicate why you would be an asset to the company/organisation. (2 x 3) (6)

[15]

QUESTION 6

Study the extract below and answer the questions that follow.

OBESITY AMONGST ADOLESCENTS

Contributing factors to ill-health

The unhealthy eating habits as well as the increasing sedentary lifestyle¹ of the South African youth have become a serious concern since it may lead to ill-health.

Statistics from Diabetes South Africa is a warning sign that if the current rate of obesity amongst young people continues to increase, there will be about 3,91 million obese school children in this country by 2025.

South African higher education institutions are working with young people to co-create new ideas in an effort to help tackle South Africa's increasing adolescent obesity rate.

Glossary:

Sedentary lifestyle¹: A lifestyle that involves sitting or lazing/lying down for a long period of time.

[Adapted from www.news.uct.ac.za. Accessed on 4 February 2020.]

Write paragraphs on **human factors that cause ill health**.

Use the following as a guideline:

- State THREE ways in which a sedentary lifestyle could lead to ill-health. (3 x 1) (3)
 - Discuss THREE factors influencing the current eating habits of young people which could contribute to obesity. (3 x 2) (6)
 - Propose TWO ways in which higher education institutions could assist first-year students to commit to long-term engagement in physical activities. In EACH answer, also indicate how each proposal could help to promote healthier lifestyles among students. (2 x 3) (6)
- [15]**

TOTAL SECTION C: 30
GRAND TOTAL: 80



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION
COMMON ASSESSMENT TASK
OCTOBER 2020
MARKING GUIDELINES

MARKS: 80

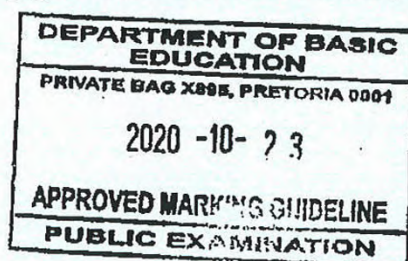
M.M. Twigg
CHIEF EXAMINER
23 October 2020
M. Twigg

MJ Bernard-Phera
External Moderator
UMALUSI
23 October 2020
B. Phera

These marking guidelines consist of 22 pages.

V. BATHADUR
INTERNAL MODERATOR
23 October 2020
V. Bathadur

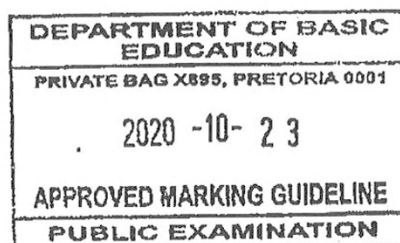
Copyright reserved



F. Hendricks
External Moderator
UMALUSI
23 October 2020
F. Hendricks
Please turn over

SECTION A (COMPULSORY)**QUESTION 1**

- 1.1 1.1.1 B (✓)
 1.1.2 C (✓)
 1.1.3 A (✓)
 1.1.4 B (✓)
 1.1.5 D (✓)



(5)

- 1.2 1.2.1 Mnemonics (✓)
- 1.2.2 Different knowledge perspectives/ideologies/worldviews/beliefs/
views (✓)
- 1.2.3 Redress/affirmative action/employment equity/equity (✓)
- 1.2.4 Being socially healthy/social well-being/ (✓) (4)
- 1.3 1.3.1 **State TWO ways in which young people could be empowered to
address racial discrimination in their school environment.**

Marks should be awarded as follows:

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

Young people could be educated ...

- about misconceptions of the meaning of the term racism/what the actual definition of racism is. (✓)
- on the effects of racist remarks/actions on all races. (✓)
- about peace education/human rights/democracy education. (✓)
- on strategies to deal with racial discrimination in their school environment. (✓)
- about their civic responsibilities. (✓)

Young people could be taught on how to ...

- respond to incidents of racial discrimination in their school environment. (✓)
- appreciate diverse viewpoints/respect diversity. (✓)
- eliminate misconceptions/prejudices/stereotypes of people who are different from themselves. (✓)
- respect the history of all races. (✓)
- recognize and respect the human rights of all people despite their race/culture/nationality. (✓)
- respect and protect the cultural identity of all learners. (✓)
- address racial discrimination when they see it happening. (✓)
- widen their social circle to include friends from all races. (✓)
- appreciate/value a person as a human being. (✓)

Young people could...

- get involved in awareness campaigns/debates/role plays/educational programmes, etc. to address racial discrimination in their school environment. (✓)
- Any TWO of the above responses for ONE mark each. (2 x 1) (2)

1.3.2 Explain why it may be beneficial to include more low-impact exercises in your fitness routine.

Marks should be awarded as follows:

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

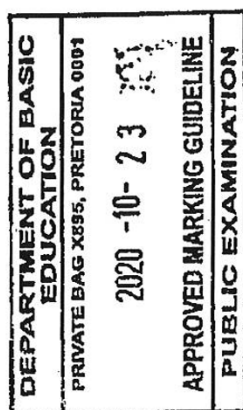
Doing low-impact exercises may...

- have less impact on your lower body parts/knees/ankles/feet (✓) so the risk of injury/strain/sprain to these body parts may be minimal. (✓)
- be less stressful on your spine and joints (✓) since it does not have such a harsh/forceful impact on these body parts. (✓)
- be less strenuous on your body (✓) since you are keeping one foot on the ground at all times when you exercise. (✓)
- increase one's fitness at a moderate pace (✓) to allow to one's body to adapt more easily to a fitness routine. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

1.3.3 Discuss how a worker's lack of responsibility could impact negatively on co-workers.

Marks should be awarded as follows:

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



Possible answers could include:

- Co-workers may adopt the same poor work ethics (✓) which could ruin their own reputations. (✓)
- It compromises the team if one member does not do their work (✓) since deadlines are not met and they all may be penalized/punished. (✓)
- It could lead to a low workplace morale/a lack of team spirit/low productivity of all workers (✓) as they may have to sacrifice longer working hours/take a reduction in salary. (✓)
- It could create strife/friction/discord/conflict amongst workers (✓) since co-workers may have to share the workload/do the work that has not been done by the person responsible for it/if their safety is compromised through negligence/irresponsible behaviour by a co-worker. (✓)
- This could cause anger amongst workers (✓) because co-workers may have to redo the work not done by an irresponsible worker. (✓)
- Co-workers may feel resentful/aggrieved/unhappy (✓) since the person who fails to do the work still receives a full salary. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

Copyright reserved

Please turn over

- 1.4 1.4.1 Provide **THREE** interpretations of what the data in the graph illustrates about the dropout rate of first-year students.

Marks should be awarded as follows:

ONE mark (✓) for each of the **THREE** responses.

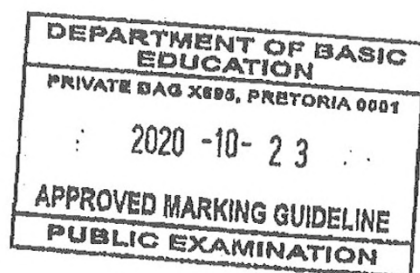
NOTE TO TEACHER: No marks will be awarded if a learner simply states the percentage per year.

According to the data the ...

- dropout rate of first-year students has increased drastically between 2015 and 2018. (✓)
- success rate of first-year students from 2015 - 2018 was very low/throughput rate of first-year students was extremely low. (✓)
- graph shows that there was a constant increase of between 5 and 8% over a period of four years in the dropout rate. (✓)
- dropout rate increased by...
 - 5% from 2015 to 2016. (✓)
 - 8% from 2016 to 2017. (✓)
 - 7% from 2017 to 2018. (✓)
- drop-out rate between 2015 and 2018 increased by 20%.
- dropout rate was the highest in 2018 at 31%. (✓)
- average percentage increase in the dropout rate between 2015 and 2018 was 5%. (✓)
- drop-out rate in 2015 was the lowest at 11%.

According to the data...

- there has been an upward trend in the dropout rate since 2015. (✓)
- Any **THREE** of the above responses for **ONE** mark each. (3 x 1) (3)



[Handwritten signatures]

- 1.4.2 Discuss **ONE** possible challenge that first year students may experience which could lead to similar trends in statistics in future.

Marks should be awarded as follows:

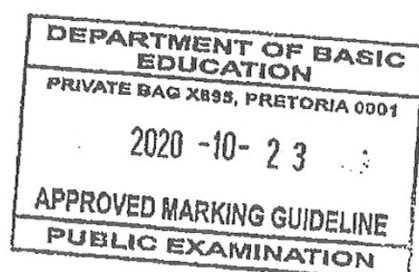
TWO marks (✓✓) for a well-explained response.

Possible answers could include:

- An inability to strike a balance between academic and social life(✓) may lead to students being unable to cope with the transition between school and tertiary studies. (✓)
- The stress of having to share their personal space with strangers/being away from home (✓) may cause emotional strain due to an inability to cope with change. (✓)
- Failure by institutions to adequately support first year students/insufficient support services (✓) may create feelings of hopelessness, resulting in students dropping out. (✓)
- Some may have changed to online courses/part time studies/distance learning (✓) due to a lack of finances/academic/personal/family/health issues. (e.g. effects of COVID-19) (✓)
- Living in a stressful environment/staying far from the institution(✓) may add to academic pressure, resulting in students dropping out. (✓)
- Challenges such as pregnancy/risky behaviour, e.g. substance abuse (✓) may discourage students to continue with their studies. (✓)
- Academic challenges such as...
 - language barriers (✓)
 - wrong study course (✓)
 - failure to attend classes/submit projects/assignments/write tests (✓)
 - failing tests that is needed to qualify for the final examinations (✓)
 - failure to comply with the requirements of a project/assignment (✓)
 - the level of difficulty of work (✓)
 - poor time management skills/lack of discipline (✓)
 (with the following qualifier): may lead to an inability to cope with their studies/the workload. (✓)
- Any **ONE** of the above responses for TWO marks each. (1 x 2) (2)

TOTAL SECTION A: 20

Copyright reserved



Please turn over

[Handwritten signatures]

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 *intervention programme* and state TWO ways in which you as an activist could get community members to participate in such programmes.

Marks should be awarded as follows:

ONE mark for the definition (✓) and ONE mark each for each of the TWO statements.

Definition:

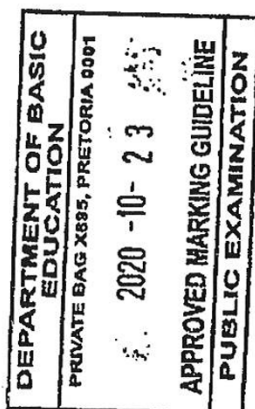
An intervention programme...

- addresses specific and serious/urgent/critical issues within the community in an effort to improve a situation. (✓)
- is an action taken to improve certain situations/conditions in communities/nationally/globally. (✓)
- is a combination of elements/strategies to produce behavioural changes/improve situations in a community/country. (✓)
- Any ONE of the above responses for ONE mark. (1)

AND

An activist could encourage community members by...

- making the programmes an enjoyable (e.g. include community games/competitions/incentives) learning experience for all. (✓)
- appealing to them to honour their duty/responsibility to improve their living environment. (✓)
- educating them on the objectives/benefits of the intervention programme. (✓)
- making them aware of the dangers/consequences of not protecting their environment. (✓)
- having age-appropriate activities in order to keep everyone involved. (✓)
- having measurable targets so people are encouraged by the outcome of the activities. (✓)
- considering the physical needs or challenges of people who wish to participate in the programme. (✓)
- ensuring that there are security measures in place so people may feel safe to participate. (✓)
- ensuring that the venue where the gatherings/meetings/activities will be taking place is easily accessible to all in the community. (✓)
- honouring the time that was allocated to gatherings/activities as communicated to people. (✓)



- keeping to the agenda at hand at all times so as to not waste people's time with irrelevant things. (✓)
- negotiating a time with community members that will be suitable for most of them. (✓)
- Any TWO of the above responses for ONE mark each. (2 x 1)

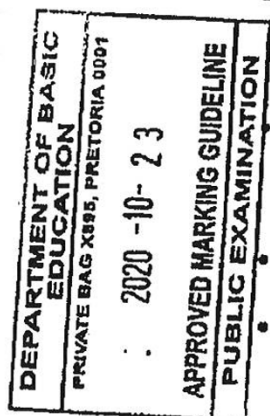
2.2 Explain ONE way in which accepting a shared responsibility for a clean environment could promote safe and healthy living in communities.

Marks should be awarded as follows:

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

Accepting a shared responsibility could...

- help people to get a better understanding of the environmental needs/challenges in their communities (✓) and together they may be able to come up with solutions to these challenges. (✓)
- allow people to become more responsible citizens by being consciously aware of what is happening in their environment (✓) which may give them an opportunity to prevent environmental disasters from occurring in their communities. (✓)
- make people more aware of any irresponsible behaviour that may be detrimental to the community/environment (✓) which may foster a sense of environmental awareness/enable them to take the necessary actions to protect the environment/others from any harm. (✓)
- encourage people to gain more respect for the environment (✓) which may lead to them becoming environmental activists in their own right. (✓)
- empower people to bring about positive change to their living environment (✓) which may have the desired outcome that they wish to see in their immediate community and society at large. (✓)
- set a good example of environmental responsibility for younger and older generations (✓) as both generations may then become more protective of the environment in which they live. (✓)
- ensure that community members take responsibility for their immediate environment (✓) and in that way the environment at large will be kept clean. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



2.3 Discuss ONE social benefit for communities that participate in intervention campaigns.

Marks should be awarded as follows:

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

Participation in intervention campaigns could...

- help people to develop a better spirit of collaboration/camaraderie (✓) which may help them to get along better/have each other's well-being at heart. (✓)
- help community members to trust each other more (✓) which may make them feel safer in their communities. (✓)
- enhance social cohesion within communities/sense of community (✓) which may enable community members to stand together/be united about issues concerning all of them. (✓)

- promote healthier/stronger relations within a community (✓) which may result in people being more compassionate/empathetic towards each other. (✓)
- create a sense of belonging with those who may feel isolated/rejected in the community (✓) and this may prevent them from wanting to commit crimes/harm their fellow community members. (✓)
- create a strong desire amongst community members to protect one another (✓) which then may make them feel more at ease to freely move around. (✓)
- develop a sense of collective ownership and pride of the environment/inspire a shared vision of a safe environment within a community (✓) which may help people to achieve more together. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)

2.4 **Assess TWO possible reasons why some people do not want to engage in intervention campaigns in their communities.**

Marks should be awarded as follows:

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

Some people may...

- lack knowledge/be ignorant about/not realize the seriousness of the problem at hand (✓) and as result hope that these problems will just disappear. (✓)
- feel overwhelmed by the severity of the problems in their community (✓) and they just turn a blind eye to these problems. (✓)
- think that the problems in the community do not affect them directly (✓) so they feel that they do not have to get involved in finding solutions these problems. (✓)
- rely on others in the community to address these problems (✓) and may justify it by arguing that they do not have the time to partake in such campaigns. (✓)
- not know that there are more ways than one in which they could contribute to intervention campaigns (✓) because they may think that being there physically might be the only way to get involved. (✓)
- think that getting involved in intervention campaigns are only for prominent figures in their communities (✓) hence they feel that they are inadequate/incapable of making a difference in their communities. (✓)
- argue that it goes against their religion/family duties/leisure time to do 'work' on a Saturday or Sunday (✓) and may therefore refrain from participating in these intervention programmes. (✓)
- feel that these programmes are a waste of time (✓) since they may not have seen any changes to the problems in their communities. (✓)
- feel that they have not created the problem (✓) and therefore they may argue that it is not their responsibility to fix the problem. (✓)
- feel that they pay rates and taxes (✓) and therefore they may feel that the government must fix the problems in their communities. (✓)
- feel that they were part of creating these problems in the first place (✓) (with any one of the following qualifiers) ...
 - and may be too proud/ashamed to rectify their wrong doings. (✓)

- and they may feel people would judge them for wanting to solve the problems they have created themselves. (✓)
- and may not want to change their behaviour. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)

2.5 Suggest TWO innovative strategies to introduce to the younger generation in your household to help them to sustain a clean and healthy environment. Motivate each answer.

Marks should be awarded as follows:

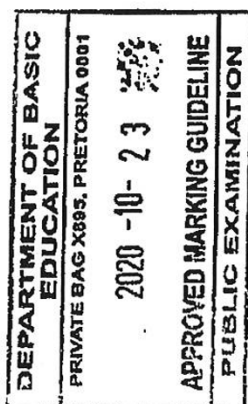
TWO marks (✓✓) for a well-explained response.



Possible answers could include:

- Start your own waste-management system for recycling at home (✓) which may create an opportunity for you to educate the younger generation on how recycling could be a solution to protecting the environment. (✓)
- Assist the younger generation to implement the waste-management systems by showing them how to make it work (✓) and this may make it easier for them to manage and sustain these systems. (✓)
- Turn your recyclable material in for money (✓) to show them that there are financial benefits to recycling. (✓)
- Share photos of your family's efforts to sustain a clean and healthy environment and tag them on social media (✓) so that they can see that you have high regard for their support in this matter and they may be encouraged to continue with/improve their efforts. (✓)
- Initiate your own clean-up outing with your family to clean up areas around the natural water resources/rivers in your immediate environment/beach areas/parks/playgrounds (✓) in order for them to see how easy it is to do their bit in saving the environment/planet from earth and water pollution. (✓)
- Have on-going conversations in your household about the irreversible damage done to the environment (✓) so that they may realize the importance of saving the environment/natural resources for future generations. (✓)
- Consciously bring up 'did-you-know-discussions' in your household on the impact that illegal dumping sites may have on the health and safety of everyone in the community (✓) which may get them to realize how hazardous these actions may be to their own loved ones. (✓)
- Involve them in talk shows on local radio stations about their efforts to eradicate 'trash blindness' in the community (✓) and in that way they may influence others to also sustain a clean and healthy environment. (✓)
- Provide rewards/incentives to the younger ones for recycling goods at home (✓) and in this way they may be motivated/eager to continue with this initiative.
- Parents/guardians need to serve as role models to their children regarding environmental responsibility from a young age, e.g. throwing waste into a bin/not littering (✓) and in this way being aware of the environment will become a habit for the younger generation. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)

[15]



QUESTION 3

- 3.1 State **THREE** reasons why you think the use of electronic media has become increasingly important in a democratic society.

Marks should be awarded as follows:

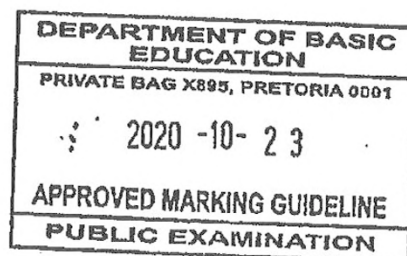
ONE mark each (✓) for each of the **THREE** responses.

Electronic media has become a/an ...

- trending platform where important/vital/updated information/breaking news is available to citizens. (✓)
- more popular means medium to educate citizens about their democratic rights/make informed decisions. (✓)
- a faster way to expose unlawful activities/the violation of human rights in an appropriate manner. (✓)
- forum for vigorous discussions that may positively impact on democracy and the well-being of all citizens. (✓)
- instrument to promote nation building on different social media platforms. (✓)
- means/medium through which citizens could make informed decisions / immediately respond to diverse viewpoints on critical issues, e.g. the COVID-19 pandemic. (✓)
- more accessible way of facilitating public opinion on democratic matters via WhatsApp, Facebook, Twitter, You Tube, Instagram, etc. (✓)
- quick measure to support petitions against unfair/discriminatory acts/legislation/regulations through various social media platforms. (✓)
- medium that citizens can use to raise their views regarding discrimination/social/political/environmental injustices. (✓)
- platform where people can more easily monitor their political representatives. (✓)
- popular means to access a variety of sources. (✓)
- Any **THREE** of the above responses for **ONE** mark each.

(3 x 1)

(3)



[Handwritten signatures]

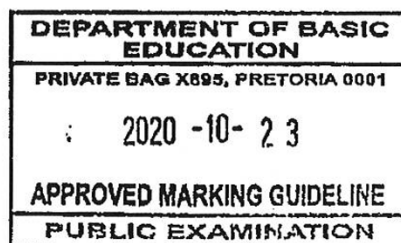
3.2 Explain ONE way in which your school could promote responsible use of social media platforms amongst learners.

Marks should be awarded as follows:

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

Possible answers could include:

- The school could have policies on the responsible use of social media during and after school (✓) and in this way learners will be aware of the consequences should they violate the policies. (✓)
- Provide a booklet with guidelines on the benefits and risks associated with the use of social media (✓) thereby helping learners to make more informed decisions regarding the use of social media. (✓)
- The school could create a blog/Facebook page for both learners and parents to mediate the school's policies on the use and abuse of social media platforms by learners (✓) and in this way parents may be able to also educate and guide their children on the responsible use of these platforms. (✓)
- The school could regularly speak about and monitor any violations of the policies on social media platforms (✓) and in this way learners know that these policies are actually being implemented. (✓)
- The school could ensure that they apply these policies consistently for all learners (✓) and in this way learners may take the policies seriously/be deterred from violating the policies. (✓)
- The policies could be displayed strategically on the school premises/copied for each learner to paste in a diary/workbook (✓) and in this way learners may constantly refer to it/may be reminded on these policies daily. (✓)
- Educate learners on social media etiquette/regularly incorporate the use of electronic media into class lessons and extra-curricular activities (✓) thereby the school may be able to sustain awareness of the constructive use of social media within the school community. (✓)
- Create awareness of the dangers of irresponsible behaviour on social media platforms/invite relevant authorities/experts to address learners on the increasing trend of offensive posts/online safety (✓) and in this way learners may become more mindful of using these platforms in a more responsible way. (✓)
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



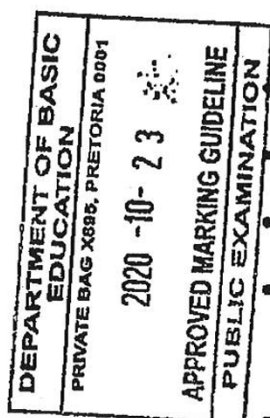
3.3 Discuss ONE factor that may determine the topics covered on different media platforms.

Marks should be awarded as follows:

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

Coverage of topics may be determined by...

- how important/newsworthy a topic may be to the public at the time (✓) and this may guide editors/managers to mainly focus on such topics. (✓)
- news/concerns that may affect people worldwide (e.g. COVID-19, fraud, corruption, etc.) (✓) and this may be used by the media as a trending topic at the time. (✓)
- any sensational news (✓) as a way of keeping readers and viewers interested in a specific topic. (✓)
- the preferences of editors/media station managers/advertising (✓) which may be largely based on making a profit. (✓)
- trending news on popular local/international celebrities (✓) as a way in which editors/managers could keep their readers/viewers entertained. (✓)
- pressing matters relating to governance in the country, e.g. lockdown regulations during COVID-19 such as alcohol and tobacco bans, restrictions etc. (✓) as a way of keeping readers/viewers informed about these burning issues. (✓)
- the owners of the publication/sponsors (✓) which may influence editors/managers to cover topics that are mainly of interest to the sponsors/owners. (✓)
- the target market (✓) and this may guide editors/managers to only focus on topics of interest to that market.
- Any ONE of the above responses for TWO marks. (1 x 2) (2)



3.4 How could an addiction to social media negatively influence the social skills of the youth? Motivate EACH answer.

Marks should be awarded as follows:

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

Young people may...

- isolate themselves from people around them (✓) and this may lead to a breakdown in communication between them and their family/friends in the real world. (✓)
- get so caught up in happenings/relationships in a cyber-world if they are constantly on social media (✓) which may lead to an inability to focus on what is happening in their own lives and those of their real family/friends. (✓)
- have an increased need for instant gratification (✓) which may cause them to become impatient/intolerant in their relationships with their own family and friends. (✓)
- have limited essential verbal and non-verbal communication/interpersonal skills (✓) and this may lead to a lack of confidence when having to socialize in real life within their social circles. (✓)
- lose track of a conversation easily (✓) which may lead to conflict/tension in their relationships with others. (✓)

- start to follow the trends of their cyber peers and may feel inferior (✓) which may create more pressure on them wanting to stand out/fit in/be accepted by others. (✓)
- not get enough sleep/experience disruptions in their sleeping/patterns (✓) which may result in them being too tired/irritated/annoyed to hold conversations with people throughout the day. (✓)
- be preoccupied with issues on social media platforms (✓) which may result in them being unable to be present in the moment/focused on things that may need their attention. (✓)
- be afraid to miss out on social media happenings/suffering from fear of missing out (FOMO) (✓) and this may result in them always being curt/snappy/rude to others who may need their attention. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)

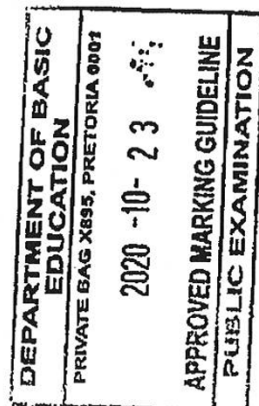
3.5 Assess how posting or forwarding offensive material on electronic media may affect you.

Marks should be awarded as follows:

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

Possible answers could include:

- People implicated in offensive messages/images may open a legal case against you (✓) and you could be charged/sued/may have to pay high legal costs for publishing sensitive information without their permission. (✓)
- Posting or forwarding false/unconfirmed information about someone (✓) could lead to you being charged for defamation of character. (✓)
- Your relationships with family and peers/friends may be ruined (✓) as they may not approve of/find your actions disgraceful and no longer want to be associated with you. (✓)
- Your actions may attract enemies from the victim's social circles (✓) thereby putting your life and those of your family and/or friends in danger/at risk/under threat. (✓)
- You may ruin your chances of finding employment should you be found guilty of violating the rights of others (✓) as some employers study the social media profiles of potential employees/as you may have a criminal record on your name. (✓)
- You may be reported on social media platforms as a cyber bully (✓) and as a consequence be banned from registration on the different types of social media platforms. (✓)
- If you post offensive images of yourself (✓) you may be charged for public indecency. (✓)
- If at a later stage, you may want to use social media to promote a business venture/social cause (✓) people may not support you as your bad reputation may have preceded you. (✓)
- You may jeopardise staying connected to distant relatives/ friends (✓) as they may not want to share the same social media platforms with you at all. (✓)



- You may harm your chances of representing the country in international competitions (✓) as your offensive statements/images may go against the ethos/spirit of a democratic South Africa. (✓)
- Any TWO of the above responses for TWO marks each. (2 x 2) (4)

[15]

TOTAL SECTION B: 30**SECTION C**

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

Candidates' answers must be in PARAGRAPHS. Marks will only be awarded for answers that are written in full sentences.

QUESTION 4

Indicate **THREE** ways how social pressure could be regarded as a stressor to young people in their family relationships.

Marks should be awarded as follows:

ONE mark (✓) for each of the **THREE** responses.

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

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

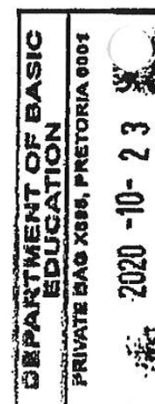
OR

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

- take sides/choose between parents/guardians/family members for various reasons. (✓)
- succeed/perform better in academics/sports/arts and cultural activities. (✓)
- uphold their social status in the community. (✓)
- limit your social interactions with friends. (✓)

Copyright reserved

Please turn over



Handwritten signatures and initials.

- seek employment even with the limited job opportunities. (✓)
- conform to their ideals in life. (✓)
- Any **THREE** of the above responses for **ONE** mark each.

(3 x 1) (3)

Discuss THREE ways in which building and sustaining good relationships may impact positively on your emotional wellbeing.

Marks should be awarded as follows:

TWO marks each (✓✓) for **THREE** well-explained responses.

Building and sustaining positive relationships may...

- make you feel valued/respected/appreciated (✓) as this is what we all need to affirm our feelings of self-worth/sense of belonging/not feel socially isolated. (✓)
- reinforce a positive attitude towards life/impact positively on your general outlook on life (✓) which may help you to change your perspective on certain things in life in a positive way. (✓)
- develop your ability to deal better/cope with feelings of anger/loss/grief/sadness/frustration (✓) so that you may feel hopeful about your future. (✓)
- enhance the positive self-talk we all need to stay emotionally healthy (✓) which may help you to deal better with inner conflict. (✓)
- provide you with strategies to always be in control of your emotions/thoughts (✓) which may help you to not get over-emotional about small/insignificant things. (✓)
- increase your self-confidence (✓) which in turn may help you to always think positively about yourself. (✓)
- affirm the good personal qualities you have (✓) which may dismiss any insecurities that you may have about yourself. (✓)
- Any **THREE** of the above responses for **TWO** marks each.

(3 x 2) (6)

Recommend TWO conflict resolution strategies you could implement to resist negative social pressure from your friends in a responsible way. In each answer, also indicate how each strategy could help you to protect your rights as an individual.

Marks should be awarded as follows:

THREE marks each (✓✓✓) for **TWO** well-explained responses.

NOTE TO TEACHER:

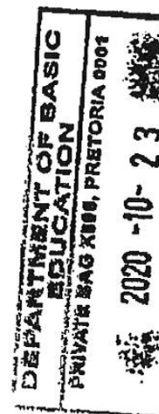
- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3-mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
- To be awarded the full three marks candidates must give a statement,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

You could/should...

- set specific standards/be consistent in your behaviour and attitude (✓) thereby making it clear to your friends that certain things are non-negotiable (✓) and in that way you will not expose yourself to situations that may compromise your integrity. (✓)
- set clear expectations for your relationships (✓) so that people may know how you expect them to treat you (✓) and in that way you may ensure that they always treat you with dignity. (✓)

Copyright reserved

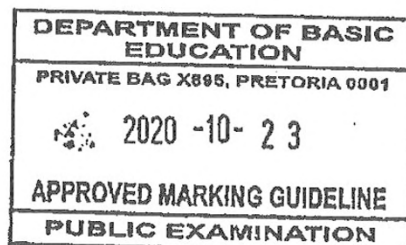
Please turn over



- not allow friends to impose their decisions on you (✓) so that they know what the boundaries in your relationship are (✓) and in that way they will not infringe on your rights as an individual. (✓)
- speak assertively about what troubles you/use "I"-statements (✓) so that everyone is aware of what you stand for (✓) and in that way you may ensure that you will not be bullied into doing something you do not prefer doing. (✓)
- get out of a situation you are uncomfortable with (✓) thereby ensuring that you are the one taking control of the situation (✓) and in that way you will avoid getting into a situation that may get you into trouble. (✓)
- be nonchalant/act calm while saying no (✓) then your friends may be more likely to respect your decision (✓) and in that way they will not pressurize you any further into doing what you don't want to do. (✓)
- present alternatives to counter the suggestions you disagree with (✓) which may help to take the pressure off you (✓) and in that way they will not be able to inflict any feelings of guilt on you as both parties will mutually agree. (✓)
- say no in a humorous way (✓) which may get them to back off and have a laugh too (✓) and in this way no one may feel offended/no one's rights are infringed upon. (✓)
- Any **TWO** of the above responses for **THREE** marks each.

(2 x 3) (6)

[15]



Three handwritten signatures in black ink, likely belonging to the examiners or moderators.

QUESTION 5

Candidate's response must be in PARAGRAPHS.

Identify THREE skills that some Grade 12 school leavers may lack when entering the job market.

Marks should be awarded as follows:

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

Some Grade 12 school leavers may...

- lack higher order thinking skills, e.g. creative, critical and reflective thinking, innovation and problem-solving. (✓)
- not be able to cope with the demands of a job that requires soft skills such as...
 - communicating effectively (verbally or written)/ (✓)
 - team work/collaboration/networking (✓)
 - effectively dealing with conflict situations in the workplace/
 - effectively managing work-related stress/ (✓)
 - social interaction/how to interact with others/ (✓)
 - self-evaluation/ (✓)
 - self-regulation/-management/-discipline/ (✓)
 - decision-making/ (✓)
 - leadership (✓)
- lack entrepreneurial/technological/computer/investigation skills in a variety of contexts in the workplace, e.g. digital skills, designing, coding, data capturing and analysis, etc. (✓)
- Any THREE of the above responses for ONE mark each.

(3 x 1)

(3)

Discuss THREE ways how research on work/study opportunities could assist you to make informed decisions about post-school destination.

Marks should be awarded as follows:

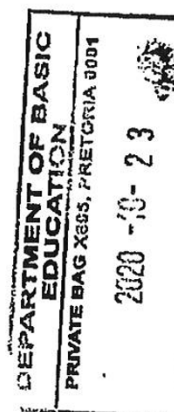
TWO marks each (✓✓) for THREE well-explained responses.

Doing research may...

- give you access to appropriate work or study opportunities that you may not have been aware of (✓) which then may give you a wider range of options to choose from within and/or across career fields. (✓)
- expose you to opportunities globally (✓) which may provide you with limitless opportunities in the global job market. (✓)
- spur you to action/inspire you to take responsibility for your future (✓) and thereby making you more decisive about/committed to your post-school destination plans. (✓)
- motivate you to achieve more than what you thought you were capable of (✓) and in this way you may realize that you can explore more opportunities, locally and abroad. (✓)
- expose you to job/entrepreneurial trends on social media sites (✓) thereby preparing you better for what is current and upcoming in the job market. (✓)
- help you to be better informed about what to expect in the next phase of your

Copyright reserved

Please turn over



- life(✓) and in this way you may be better prepared to deal with change that comes with the transition between school and post-school destination. (✓)
- encourage you to look beyond your personal circumstances/challenges (✓) and in this way you may be more determined to pursue your life goals. (✓)
 - make you aware of the required finances/resources/different financial aid options to study further (✓) which may help you to follow through with your post-school plans.(✓)
 - provide you with knowledge on application processes/support systems for accommodation/travel/relevant study material (✓) and in this way you may realize that you can achieve your career goals in spite of possible challenges.(✓)
 - create a desire in you to want to be the first person in your household/family/community to want to study further/go abroad (✓) and in this way you may generate an interest amongst family/community members to support your post-school destination goals. (✓)
 - a clear direction on your action plans/life goals (✓) which may assist you to plan effectively for life after school. (✓)
 - provide you with adequate information (e.g. work or study requirements, work or study location)/knowledge/skills required regarding your future work/study options(✓) to prepare effectively for post-school destination/enable you to acquire those knowledge/skills before you seek out work/study opportunities.(✓)
 - Any *THREE* of the above responses for *TWO* marks each. (3 x 2) (6)

Recommend TWO practical ways in which you as a Grade 12 school leaver could use a career portfolio to convince an employer that you could be the suitable candidate for the job. In each answer, also indicate why you would be an asset to the company/organisation.

Marks should be awarded as follows:

THREE marks each (✓✓✓) for TWO well-explained responses.

***NOTE TO TEACHER:**

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

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

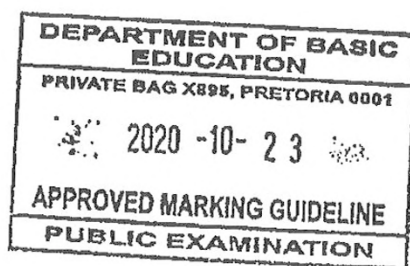
- Provide proof of all the relevant skills for the particular job that you may have gained so far (✓) which may influence a potential employer to change their view about appointing a Grade 12 school leaver (✓) and by presenting such evidence you may be able to prove that you have the relevant practical skills needed for the job. (✓)
- Illustrate to the employer in a CV/cover letter how your current subject content relates to the key responsibilities of the job you are applying for (✓) which may help the employer to identify the link between your current studies and the industry (✓) and in that way the employer may see how you may be able to add to the advancement/growth of the company. (✓)

- Provide the employer with facts as to why you are confident about having matriculated from a specific leading academic institution (✓) which may indicate to the employer that your subject knowledge and skills could meet the current demands of that specific industry (✓) and in that way the employer may be convinced that they may be investing in someone whose work-readiness goes beyond mere academics. (✓)
- Present some of your real-life work experiences that you may have gained through volunteering/informal work/job shadowing/community work (✓) which may be an indication to the employer that your knowledge is skills-focused and not just theory-based (✓) and in that way the employer may know that the company does not have to spend money to train you for the job. (✓)
- Share some best practices gained from practical part-time work experiences that may be relevant to the company (✓) which may show the employer that you have insight into the dynamics of a work environment (✓) and in that way the employer may see the value that you could add to the smooth functioning of the company. (✓)
- Include proof of your entrepreneurial skills gained through school market days/own initiatives (✓) which may indicate to the employer that you may already be business oriented (✓) and in this way the employer may see that you will be able to adapt quickly to the demands of the job. (✓)
- Highlight your achievements in sport and games/arts/academics/leadership/ cultural activities/international events/exchange programmes (✓) which may show the employer that you are a well-rounded individual who may be able to participate in any activities within the company/organisation (✓) and in this way the employer may realize that you may be able to work within a diverse organisation. (✓)
- Provide evidence of involvement in community projects in your local communities where there is a higher need for community workers/assistants/caregivers (✓) which may convince the employer that you are a helpful/empathetic/compassionate individual (✓) and in this way the employer may be able to see that these characteristics could be very valuable/useful for the social responsibility/outreach programmes of the company/organisation. (✓)
- Any TWO of the above responses for THREE marks each.

(2 x 3)

(6)

[15]



QUESTION 6

Candidate's response must be in PARAGRAPHS.

State THREE ways in which a sedentary lifestyle could lead to ill-health.

Marks should be awarded as follows:

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

A sedentary lifestyle could...

- put pressure on/damage your organs. (✓)
- slow down your metabolism. (✓)
- cause you to gain excessive weight/lead to obesity. (✓)
- have a negative impact on your mental wellbeing. (✓)
- cause you to become depressed. (✓)
- harm your physical structure/cause your bones/muscles to become weaker. (✓)
- prevent brain stimulation/lead to a decline in brain function. (✓)
- cause build-up of plaque in the heart arteries. (✓)
- impact your lung functioning/blood circulation. (✓)
- impact general fitness/wellbeing (✓)
- Any THREE of the above responses for ONE mark each. (3 x 1) (3)

Discuss THREE factors influencing the current eating habits of young people which could contribute to obesity.

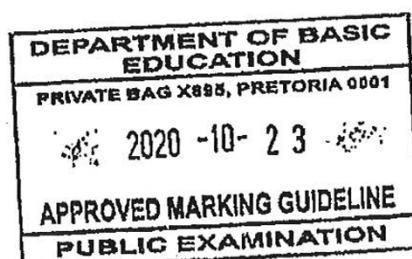
Marks should be awarded as follows:

TWO marks each (✓✓) for THREE well-explained responses.

Possible answers could include:

- An increase in fast food outlets/online ordering/door to door deliveries (✓) which makes it easier for young people to follow unhealthy eating habits. (✓)
- Easy access to purchasing fast food online/lavish lifestyles of families eating out regularly (✓) which may increase the frequency of purchasing/eating unhealthy fast foods. (✓)
- High coverage of advertisements of unhealthy food (✓) which may cause young people to be more attracted to eating these foods. (✓)
- An increase in young people using big brand restaurants/other popular local restaurants to purchase specific affordable junk food as a fashion statement (✓) and this way of socializing could encourage unhealthy eating. (✓)
- Families purchasing cheaper unhealthy food in bulk (✓) hence there is a readily available supply of unhealthy foods in the house. (✓)
- An increase in parents' daily routine where they do not have time to prepare nutritional meals (✓) may result in young people not getting healthy/balanced meals. (✓)

Copyright reserved



Please turn over

Handwritten signatures

- Hectic schedules of the modern-day youth may result in irregular eating patterns/binge eating/late night snacking or eating (✓) thereby contributing to poor/unhealthy eating habits. (✓)
- Limited knowledge of the consequences of unhealthy eating habits (✓) may cause young people to unknowingly continue indulging in unhealthy food. (✓)
- A lack of parental supervision to enforce healthy eating habits/schools not providing healthy alternatives (✓) may cause youngsters to resort to eating fast/junk food. (✓)
- The media constantly advertises fast foods (✓) and young people are attracted to these unhealthy foods. (✓)
- Any **THREE** of the above responses for **TWO** marks each.

(3 x 2) (6)

Propose TWO ways in which higher education institutions could assist first year students to commit to long-term engagement in physical activities. In each answer, also indicate how each proposal could help to promote healthier lifestyles amongst students.

Marks should be awarded as follows:

THREE marks each (✓✓✓) for TWO well-explained responses.

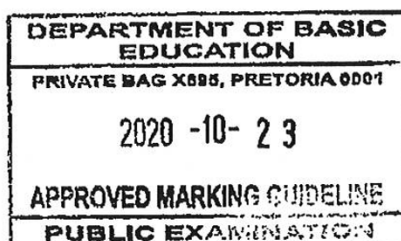
NOTE TO TEACHER:

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

Possible answers could include:

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

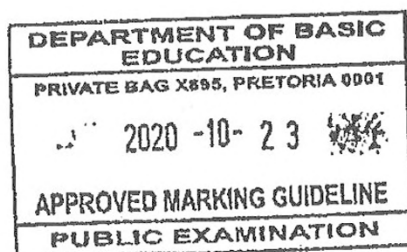
Copyright reserved



Please turn over

- Hosting inter-house/-faculty/-varsity competitions in sports and games where it is compulsory for all first year students to participate (✓) which may motivate them to improve and maintain their fitness levels (✓) and in this way students may aspire to sustain the required fitness goals to win such competitions for the duration of their studies. (✓)
 - Making it compulsory for first year student groups to each design a fitness game to be presented during the course of the year (✓) which may keep them engaged in these creative activities for a long period of time (✓) and this may encourage them to continually want to create new fitness games to enjoy with their friends. (✓)
 - Initiating regular compulsory health assessments for first year students/educating them about the physical/emotional benefits of long-term engagement in physical activities (✓) which may prompt them to want to improve their health through continuous physical activity (✓) and this may help them to stay in good physical and mental health. (✓)
 - Any TWO of the above responses for THREE marks each. (2 x 3) (6)
- [15]

TOTAL SECTION C: 30
GRAND TOTAL: 80



Handwritten signatures in the bottom right corner of the page.