



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10 -12 DIRECTORATE

NCS (CAPS) SUPPORT



LAST PUSH TEACHER REVISION DOCUMENT

LIFE ORIENTATION

GRADE 12



2025

PREFACE



This Provincial LIFE ORIENTATION Resource Pack is intended as a support material for both learners and subject educators. It is aimed at improving learner performance in the Life Orientation Common Assessment Task (LO CAT).

The pack would further serve as a **guideline document** for subject educators as they endeavour to improve the quality learner performance in Life Orientation in the 2025 NSC Examination.

The pack addresses all six topics from Term 1-3 of the Revised ATP:

- Development of the Self in Society
- Careers and Career Choices
- Study Skills
- Democracy and Human Rights
- Social and environmental Responsibility
- Physical Education



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ACKNOWLEDGEMENTS

This document is a product of the collaboration, input and contribution from the following individuals

SURNAME & INITIALS	DESIGNATION	SCHOOL/DISTRICT
1. Ngema S.S.	Subject Advisor	Pinetown District
2. Ngubane N.H	Subject Advisor	Umzinyathi District
3. Dladla N.N.C.	Subject Advisor	Harry Gwala District
4. Tembe N.P.	Subject Advisor	Umkhanyakude District
5. Bahadoor V.	Subject Advisor	Uthukela District
6. Skhakhane T.	Subject Advisor	Umgungundlovu District
7. Khoza N.G.	Lead Educator	Ilembe District Chief Ngonyama Technical School
8. Moyane N.U.	Lead Educator	King Cetshwayo Tisand Technical High School
9. Ngema B.D.	Lead Educator	Umlazi District Siyabonga High School
10. Ngcongco Q.P.	Lead Educator	UGU District Thobigunya Secondary School
11. Dunn P.	Lead Educator	Pinetown District Inanda Seminary
12. Mabika Z.P.	Lead Educator	Zululand District Gqokamandla High School
13. Mathenjwa L.B.	Lead Educator	Umkhanyakude District MawombeSeco
14. Myeni T.G.	Lead Educator	Umzinyathi District Mawele High School
15. Nyandu T.P.M.	Lead Educator	Umgungundlovu Mconjwana High School
16. Mokoena N.C.	Lead Educator	Amajuba District Panorama Combined School

17. Manyoni P.Z.	Lead Educator	Harry Gwala District Little Flower Combined School
18. Mamaru M.C.	Lead Educator	Uthukela District Drakensberg Secondary School





SECTION A (COMPULSORY)
SUGGESTED ANSWERS

ACTIVITY 1

1.1.

1.1.1 B (✓)

1.1.2 C (✓)

1.1.3 A (✓)

1.1.4 C (✓)

1.1.5 D (✓)

1.1.6 C (✓)

1.1.7 B (✓)

1.1.8 C (✓)

1.1.9 B (✓)

1.1.10 B (✓)

1.1.11 C (✓)

1.1.12 D (✓)

1.1.13 C (✓)

1.1.14 B (✓)

1.1.15 C (✓)

1.1.16 A (✓)

1.1.17 C (✓)

1.1.18 D (✓)

1.1.19 B (✓)

1.1.20 C (✓)

1.1.21 D (✓)

1.1.22 C (✓)

1.1.23 B (✓)

1.1.24 D (✓)

1.1.25 C (✓)

1.1.26 D (✓)



- 1.1.27 A (✓)
- 1.1.28 A (✓)
- 1.1.29 B (✓)
- 1.1.30 C (✓)
- 1.1.31 C (✓)
- 1.1.32 B (✓)
- 1.1.33 B (✓)
- 1.1.34 A (✓)
- 1.1.35 B (✓)
- 1.1.36 A (✓)
- 1.1.37 C (✓)
- 1.1.38 C (✓)
- 1.1.39 D (✓)
- 1.1.40 C (✓)



Concepts

- 1.2.1 Entrepreneurship/Innovation(✓)
- 1.2.2 Problem-solving(✓)
- 1.2.3 Career path/Career(✓)
- 1.2.4 Active learning(✓)

(4X1)(4)

SHORT QUESTIONS

1.3.1. One benefit is

- reduced stress/anxiety(✓)
 - improved academic performance/productivity(✓)
 - better balance between school and personal life. (✓)
- Any other relevant response for ONE mark*

(2X1) (2)

1.3.2. Self-awareness is the conscious knowledge(✓) of one's own character, feelings, motives, and desires. (✓)

1.3.3.

- Being a good problem solver helps entrepreneurs to make informed decisions under pressure (✓) that leads to better business outcomes. (✓)

- Problem solving fosters creative thinking, (✓) which can lead to new ideas or ways to improve services. (✓)
- Entrepreneurs who can solve problems effectively are better equipped to lead teams and manage crises (✓) that builds trust and respect among team members. (✓)

Any other relevant responses for TWO marks

(1X2) (2)

ACTIVITY 2 WEEK 1: DEVELOPMENT OF THE SELF IN SOCIETY

STRESS

CONFLICT RESOLUTION

RELATIONSHIPS

2.1 Define the term coping mechanism.

- A coping mechanism is a strategy (✓) used to manage or reduce stress ✓
- Coping mechanisms are responses (✓) that individuals employ to deal with difficult situations or emotions (✓).
- They are adaptive techniques (✓) used to handle stressors and maintain well-being (✓).
- A coping mechanism is a thought or behavior (1 mark) used to alleviate the impact of stress or adversity (✓).
- Methods people use (✓) to deal with stress or problems (✓).

Any other relevant responses for TWO marks. (1X2) (2)

2.2 Explain how distress can impact an individual's wellbeing.

Marks should be awarded as follows:

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

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

Possible answers:

- Distress can lead to negative emotional states like anxiety or sadness (✓) and also manifest in physical symptoms such as headaches or fatigue thereby diminishing overall well-being. (✓)

- It can impair an individual's ability to function effectively in daily life (✓), potentially leading to adverse effects on their mental and physical health (✓).
- Distress can cause emotional instability and reduce feelings of happiness (✓) and may also strain relationships or lead to social withdrawal, impacting overall well-being. (✓)
- Distress negatively affects mental health (✓), leading to reduced overall happiness and functional capacity (✓).
- 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/to 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 family. (✓)

Any other relevant responses for TWO marks.

(1X2) (2)

2.3 Discuss how an individual's thought patterns can influence their approach to handling stress.

Marks should be awarded as follows:

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

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

Possible answers include:

- Thoughts help create the reality we experience. Our thoughts determine whether we experience it as good or bad, (✓) and thus influence the way we handle stress. (✓)
- Our thought is powerful and can dictate what happens to us. (✓) You might be in a stressful situation and find yourself thinking about the worst-case scenario instead of thinking positively. (✓)
- Thinking positively (positive visualizations) gives us the strength to handle stress positively (✓) as a result we are more likely to succeed in managing stress. (✓)

Any other relevant responses for TWO marks. (1X2) (2)

2.4 Describe TWO ways how social pressure acts as a stressor for teenagers in their family interactions.

Marks should be awarded as follows:

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

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

Possible answers:

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 interaction with friends. (✓)
- Seek employment even with the limited job opportunities. (✓)
- Conform to their ideals in life (✓)

Any other relevant responses for TWO marks each. (2X2) (4)

2.5 Assess TWO ways in which building and sustaining good relationships may impact positively on your emotional wellbeing.

Marks should be awarded as follows:

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

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

Possible answers:

Building and sustaining good 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 personal 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 may, in turn, 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 other relevant responses for TWO marks each. (2x2) (4)



2.6 Recommend TWO conflict resolution strategies you can use to resist negative social pressure from friends, in each answer also explain how each strategy would help to protect your individual rights?

Marks should be awarded as follows:

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

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

Possible answers:

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 to our 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. (✓)
- 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 our rights as an individual. (✓)
- Get out of a situation you are uncomfortable with (✓) 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 do not 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 (✓)
 - 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 (✓)
- Any other relevant responses for THREE marks each. (2x3) (6)*

ACTIVITY THREE: WEEK 8- CAREERS AND CAREER CHOICES

3.1 Define the term national benchmark test

Marks should be awarded as follows:

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

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

Possible answers:

- NBT: set of tests (✓) used to assess a learner's academic readiness for university. (✓)
- NBT: is a standardized assessment used in South Africa for first-year applicants to higher education institutions. (✓) Its primary purpose is to measure a student's academic readiness for university-level studies.(✓)
- The NBT provides complementary information. (✓) It evaluates a student's ability to apply and transfer their understanding of fundamental skills to the demands of tertiary education.(✓)

Any other relevant responses for TWO marks. (1X2) (2)

3.2 Mention TWO reasons why National Benchmark Test is important in the university application process.

Marks should be awarded as follows:

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

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

Possible answers:

- They decide if a learner's university application is successful or not (✓)
- They will see whether they are academically ready for the university standard. (✓)
- They can use the results of the NBT's to determine the extra help/support the learners may need at university. (✓)

Any other relevant responses for TWO marks. (1X2) (2)

3.4 Describe the TWO types of tests written in the NBT's.

Marks should be awarded as follows:

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

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

Possible answers

- AQL (Academic and quantitative literacy) (✓) is a multiple-choice test and is made up of:
 - Academic Literacy test which tests your ability to understand vocabulary/evaluate evidence/draw conclusions etc. (✓)
 - Quantitative Literacy test which tests your ability to apply formulae/read and interpret graphs/charts and tables etc. (✓)
- MAT (mathematics) (✓) is written only by those whose chosen courses have a mathematics component. (✓)

Any other relevant responses for TWO marks each. (2x2) (4)

3.5. Discuss how setting a personal lifestyle plan could assist you to achieve your post-school academic goals.

Marks should be awarded as follows:

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

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

Possible answers:

It could assist you to ...

- Choose your social activities sensibly so (✓) that it does not interfere with any of your work-related responsibilities/you may manage your academic programme successfully. (✓)
- Keep your priorities in order (✓) which may give you clear guidelines on how to achieve your future goals. (✓)
- Maintain an ideal pace of work (✓) so that you may not fall behind on any of your academic responsibilities/succumb to emotional and/or physical burnout. (✓)
- Manage your newly found freedom in a responsible way (✓) which may enable you to establish a healthy balance in your life. (✓)

It could guide you ...

- In taking calculated/well-considered risks (✓) which may prevent you from making impulsive decisions that may impact your future negatively. (✓)
- In becoming selective about the people, you want to be associated with (✓) since that may influence important life decisions you may have to make at that point in your life. (✓)

Any other relevant responses for TWO marks each. (2x2) (4)

- 3.6. 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/

Marks should be awarded as follows:

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

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

Possible answers:

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 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 institute (✓) which may indicate to the employer that our 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. (✓)

- 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. (✓)
- Highlights 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 diverse organisations. (✓)

Any other relevant responses for THREE marks each.

(2x3) (6)



ACTIVITY 4

4.1 Define the term *social entrepreneurship*.

Marks should be awarded as follows:

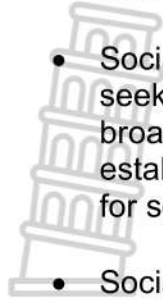
TWO marks (✓✓) for a well-explained response.

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

Definitions:

- Social entrepreneurship is the process of pursuing innovative solutions to pressing social problems (✓). This definition emphasizes the dual focus on novelty and impact, distinct from traditional business which primarily targets financial gain (✓).
- Social entrepreneurship involves the application of business principles to achieve social objectives (✓). This highlights the adoption of market-based strategies (like revenue generation, efficiency, and scalability) to address societal needs, rather than relying solely on grants or donations (✓).
- Social entrepreneurship is the creation of ventures that generate both social value and economic value (✓). This definition underscores the "double bottom line" approach, where financial sustainability is a means to an end (social impact), not the ultimate goal (✓).
- Social entrepreneurship is identifying and implementing sustainable, large-scale solutions to major social challenges (✓). This emphasizes the ambition for significant and lasting change, often through scalable models that can

reach a wide audience (✓).



- Social entrepreneurship is the work of an individual or organization that seeks to address social issues through entrepreneurial means (✓). This broad definition encompasses both individual change makers and established organizations, united by their use of entrepreneurial approaches for social good (✓).
- Social entrepreneurship is the disciplined pursuit of opportunities to create social value while concurrently operating with the innovation, resourcefulness, and determination more commonly associated with for-profit entrepreneurship (✓). This definition draws a direct parallel to traditional entrepreneurship's drive and adaptability, but reorients it towards social impact (✓).
- Social entrepreneurship is the process of recognizing a social problem and combining resources in a novel way to address it, with a primary focus on social impact rather than financial return to shareholders (✓). This highlights the problem-solving aspect and the prioritization of social benefit above private financial gain (✓).
- Social entrepreneurship is the blending of social mission with business acumen to create a financially viable organization that delivers significant social impact (✓). This definition succinctly captures the core essence: a strategic fusion of altruism and business sense (✓).
- *Any other relevant response for TWO marks.* (1x2) (2)



4.2 **List TWO characteristics of a cultural entrepreneur.**

Marks should be awarded as follows:

ONE mark (✓) for a well-explained response.

A cultural entrepreneur:

- Possesses a clear vision for the cultural product, service, or experience they want to create or promote. (✓)
- Deeply committed to and enthusiastic about the cultural domain they operate within. (✓)
- Seeks new and creative ways to present, produce, or disseminate cultural content. (✓)
- Willing to take calculated risks to bring their cultural initiatives to fruition, often in uncertain markets. (✓)
- Proficient at building and leveraging relationships with artists, institutions, funders, and audiences. (✓)
- Able to persevere through challenges, setbacks, and financial constraints common in the cultural sector. (✓)
- Flexible and capable of adjusting strategies in response to changing cultural trends or audience preferences. (✓)
- Skilled at finding and utilizing limited resources (financial, human, creative) to achieve their goals. (✓)
- *Any other relevant response for ONE mark.* (1x2)(2)

4.3 **Explain how an e-business can create job opportunities in a local community.**

Marks should be awarded as follows:

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

Possible responses could include:

- Even if sales happen online, physical products often need to be stored, picked, packed, and prepared for shipping (✓). This creates jobs in local warehouses or storage facilities (✓).
- E-businesses rely heavily on efficient delivery (✓). This can lead to jobs for local couriers, drivers, and dispatch staff, especially if the business handles its own local deliveries (✓).
- Online businesses still need people to handle customer inquiries, resolve issues, and provide support, often through online chats, emails, or phone calls (✓). These roles can be based locally (✓).
- E-businesses need digital marketers, social media managers, content

writers, photographers, and videographers to promote their products or services online (✓). These roles can often be filled by local talent (✓).

- Maintaining and updating the e-business platform requires web developers, IT support, and cybersecurity specialists (✓), which can be local hires (✓).
- An e-business selling unique or niche products might source these from local artisans, farmers, or small manufacturers (✓), creating production jobs within the community (✓).
- Businesses need packaging materials, labels, and sometimes printed marketing materials (✓). This can provide work for local printing and packaging companies (✓).
- Increased demand from e-businesses can indirectly support jobs (✓) in local utility providers (internet, electricity) and infrastructure maintenance (✓).
- The wages earned by employees of the e-business and its supporting services are often spent within the local community (✓), boosting local retail, hospitality, and other service sectors (✓).
- A thriving e-business sector can make a community more attractive to skilled workers (✓), leading to population growth and further economic development (✓).

Any other relevant response for TWO marks.

(1x2) (2)



4.4 **Discuss what is meant by embezzlement in the context of fraud**

Marks should be awarded as follows:

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

- Embezzlement fundamentally involves a violation of trust (✓). The perpetrator is typically in a position of authority or responsibility (e.g., an employee, treasurer, or agent) and has legitimate access to the funds or assets (✓). The crime occurs when they abuse this trust.
- Unlike simple theft, where property is taken without consent, in embezzlement, the individual initially obtains possession of the money or assets lawfully (✓). The fraud arises from their subsequent unlawful conversion of those assets for personal use or benefit (✓).
- The perpetrator must have the specific intent to defraud the rightful owner or to permanently (or temporarily) deprive them of their property (✓). This isn't an accidental misuse; it's a deliberate act of dishonesty (✓).
- This refers to the act of taking, diverting, or using the entrusted funds or property for purposes other than their intended use (✓). This can involve anything from pocketing cash to transferring funds to personal accounts or creating fictitious expenses (✓).
- Embezzlement often involves elaborate schemes to conceal the theft (✓). This might include manipulating financial records, creating fake invoices, altering account statements, or "skimming" small amounts over a long period to avoid detection (✓).
- While it can involve physical assets, embezzlement most commonly pertains to the misappropriation of **money, securities, or other financial instruments** (✓). It's a "white-collar crime" due to its deceptive nature and the abuse of a position of financial responsibility (✓).
- *Any other relevant response for TWO marks* (2x2) (4)



4.5 **Assess the impact of corruption on a country's economic development**

Marks should be awarded as follows:

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

- Corruption diverts public funds intended for essential services (✓) like infrastructure, education, and healthcare towards private pockets. This can lead to poorly constructed infrastructure, inadequate public services, and a decline in human capital development (✓).
- Resources are allocated based on bribes and personal connections rather than merit (✓), leading to inefficient projects and missed opportunities for development (✓).
- High levels of corruption create an uncertain and risky environment for both domestic and foreign investors (✓) resulting in a decreased number of investors (✓).
- Businesses face increased costs (✓) due to bribery, extortion, and bureaucratic red tape, making it less attractive to invest (✓).
- Corruption can lead to tax evasion and avoidance (✓), as individuals and businesses seek to hide their income and assets from corrupt officials (✓).
- Government revenue decreases (✓), limiting its ability to fund public services and investments in development (✓).
- Corruption often disproportionately affects the poor and vulnerable (✓), who rely heavily on public services and social safety nets (✓).
- The diversion of resources and the weakening of institutions (✓) can exacerbate income inequality and social unrest (✓).
- Corruption erodes the rule of law and undermines the effectiveness of public institutions (✓). This can lead to a breakdown in trust between citizens and the government (✓).
- It also creates a climate of impunity (✓), where corrupt individuals are less likely to be held accountable for their actions (✓).

Any other relevant response for TWO marks

(2x2)(4)

- 4.6 **Recommend two strategies that a company could implement to prevent fraud and corruption. In each answer, explain how the strategy would reduce the risk of unethical behaviour**

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:

- Senior management must consistently demonstrate, communicate, and enforce a strong commitment (✓) to ethical conduct and zero tolerance for fraud and corruption (✓). This includes clear policies, regular training, and leading by example (✓).
- When leaders visibly uphold high ethical standards, it sets the expected behavior for all employees (✓). It creates an environment where unethical actions are not tolerated and where employees feel empowered to report concerns without fear of retaliation(✓)thereby deterring fraudulent behavior from the outset (✓).
- Design and implement internal control systems (✓) such as segregation of duties (✓) (no single employee has control over an entire transaction), regular reconciliations, authorization limits, and mandatory vacations (✓).
- Segregation of duties, for instance, makes it much harder for one person to commit fraud undetected (✓), as their actions require review or involvement from another. Regular reconciliations can quickly highlight discrepancies, while authorization limits prevent large, unauthorized expenditures (✓)These controls act as deterrents and detection mechanisms, increasing the risk of getting caught (✓).
- Implement both internal and external audits on a regular basis (✓), including unannounced spot checks and forensic audits (✓) when red flags appear (✓).
- The knowledge that financial records and operational procedures are subject to scrutiny at any time(✓) creates a powerful deterrent. Unpredictable audits increase the perceived risk for potential fraudsters (✓), making them less likely to engage in illicit activities, as there's a higher chance of their schemes being uncovered(✓)
- Establish clear policies that protect whistleblowers from retaliation and provide secure, anonymous channels(✓) (e.g., a dedicated hotline, email, or third-party service) for employees, suppliers, and customers (✓) to report suspicious activities (✓).
- Many frauds are initially detected by tips from insiders (✓). Providing safe and confidential reporting mechanisms encourages individuals who

observe unethical behavior to come forward (✓) This acts as a significant deterrent, as potential fraudsters know that their colleagues or partners might report them, thus increasing the likelihood of early detection and prevention (✓).

- Regularly educate all employees, particularly those in high-risk areas (✓) (e.g., finance, procurement, sales), on the company's anti-fraud and anti-corruption policies, ethical guidelines (✓), and the consequences of violating them (✓).
- Training ensures that employees are fully aware of what constitutes fraud and corruption (✓), the company's expectations, and their responsibilities. It helps employees recognize red flags, understand internal controls, and know how to report concerns (✓). This increased awareness reduces unintentional breaches and serves as a direct deterrent to intentional unethical acts(✓)
- Before engaging with suppliers, vendors, agents, or joint venture partners (✓) conduct comprehensive background checks, integrity screenings, and reference checks (✓). Include anti-corruption clauses in contracts(✓).
- Many instances of corporate corruption involve third parties (✓). By vetting them thoroughly, a company can avoid associating with entities or individuals with a history of unethical practices(✓)thus preventing potential collusion, bribery, or other fraudulent schemes that could involve external actors (✓).
- *Any other relevant response for TWO marks* (2x3) (6)

[20]

ACTIVITY 5

5.1 **State TWO ways in which the postponement of examinations could lead to increased stress levels among Grade 12 learners**

Marks should be awarded as follows:

ONE mark (✓) for each response.

Possible responses could include:

- A postponement introduces uncertainty about when the exams will actually take place, leaving learners in a state of limbo (✓)
- This prolonged period of not knowing can be highly stressful, as they constantly worry about the new dates, the format, and whether their current preparation is sufficient or needs to be adapted (✓).
- They might feel pressure to continue studying intensely for an unknown period, leading to fatigue and burnout (✓).
- Some might relax their efforts due to the uncertainty, only to feel overwhelmed and stressed when new dates are announced, realising they need to quickly ramp up their study intensity again (✓)
- Learners might worry about missing application deadlines, losing out on provisional acceptances, or having to defer their tertiary education plans (✓).
- The added time can become a burden, fostering more self-doubt and anxiety about achieving the high marks needed for their desired pathways (✓).

Any other relevant response for ONE mark

(2x1)(2)

5.2 **Explain why learners may feel obligated to achieve good results in the NCS examinations.**

Marks should be awarded as follows:

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

Possible responses could include:

- Good NCS results are essential for gaining admission to universities, colleges, and other higher education institutions (✓).which is crucial for their future career prospects (✓)..
- Strong NCS performance opens doors to better job opportunities, specific career paths, and even higher earning potential (✓).. directly influencing their economic future (✓).
- Learners often feel immense pressure from family members who have invested in their education and from society (✓) which views matric success as a significant achievement and a pathway to a better life (✓)..
- Many bursaries and scholarships, vital for funding higher education, are awarded based on academic merit in the NCS examinations (✓). making good results financially crucial (✓).
- Achieving good results provides a sense of personal accomplishment, validates years of hard work, and boosts self-esteem (✓), fulfilling an internal

drive to succeed (✓).

- *Any other relevant response for TWO marks* (1x2)(2)

5.3

Discuss the negative impact that the postponement of exams and cancellation of holiday camps could have on learners' academic progress.

Marks should be awarded as follows:

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

Possible responses could include:

- A postponement disrupts this routine (✓), causing them to lose momentum, focus, and the discipline built over time, making it harder to pick up where they left off (✓).
- The uncertainty and stress associated with postponed exams can significantly increase anxiety levels (✓). High stress can impair cognitive functions like memory and concentration, making it difficult for learners to retain information and perform optimally when exams eventually happen (✓).
- With an extended and undefined waiting period, learners are at a higher risk of forgetting content they have already studied (✓). The longer the gap between learning and assessment, the more knowledge can degrade, requiring them to re-learn material, which is time-consuming (✓).
- Holiday camps often provide intensive revision, remedial classes, and additional support for learners struggling with specific concepts (✓). Their cancellation means learners miss out on crucial opportunities to strengthen their understanding and address academic weaknesses before exams (✓).
- Without the structured review and focused preparation that both exams and holiday camps provide, learners may feel less prepared and confident in their ability to tackle the examination questions (✓). This lack of confidence can negatively impact their performance (✓).
- The postponement of exams can push back the entire academic calendar, potentially shortening the time available for teaching new curriculum in the subsequent term or year (✓). This rushed pace can mean less in-depth coverage of future topics, affecting foundational knowledge for subsequent grades or tertiary education (✓).

Any other relevant response for TWO marks

(1x2)(2)

5.4 **Suggest TWO strategies that can be used by Grade 12 learners to help each other prepare for the examinations.**

Marks should be awarded as follows:

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

- Create small, focused study groups (3-5 learners) to discuss challenging topics, compare notes, and work through problems together (✓). Different learners have different strengths, so they can explain concepts to each other in ways that might be easier to understand (✓).
- Learners strong in specific subjects or topics can offer to tutor their peers who are struggling in those areas (✓). This can be informal or more structured. Teaching a concept solidifies one's own knowledge, while the learner receiving help gets targeted assistance tailored to their specific difficulties, leading to improved understanding (✓).
- Learners can share their individual notes and summaries, then work together to create comprehensive and concise study guides for each subject (✓). This ensures all critical information is covered, fills gaps in individual notes, and creates a consolidated resource that is easier to revise from for everyone (✓).
- Learners can create their own practice questions or mock exams for each other, then attempt to answer them and provide constructive feedback or mark each other's work (✓). This exposes them to different question styles, helps identify common errors, and allows them to understand how marks are allocated, improving their exam technique (✓).
- Use platforms like Google Docs, WhatsApp groups, or even video conferencing tools to share resources, discuss topics, and have virtual study sessions, especially if meeting in person is difficult (✓). Facilitates consistent communication, resource sharing, and collective problem-solving, overcoming geographical barriers and maintaining a continuous learning environment (✓).
- Learners can actively provide emotional support, encouragement, and share stress-relief techniques with each other, creating a positive and empathetic study environment (✓). Knowing they are not alone and having peers to lean on for motivation and shared coping strategies can significantly reduce individual stress levels and prevent burnout (✓).
- For vast subjects, learners can divide topics amongst themselves, with each person becoming an "expert" on a specific section and then teaching it back to the group (✓). This efficient method allows for deeper focus on specific areas for each individual, saving time and ensuring thorough coverage of the entire syllabus when pooled together (✓).
- Learners can work together to create a realistic and balanced revision timetable that accounts for all subjects and allows for breaks, then encourage each other to stick to it (✓). A shared timetable promotes accountability and consistency. Seeing peers follow the schedule motivates others to do the same, ensuring everyone maintains a structured approach to their preparation (✓).

Any other relevant response for TWO marks.

(2x2)(4)

5.5 **Assess the importance of effective communication between the teachers and parents regarding learner performance.**

Marks should be awarded as follows:

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

- Effective communication ensures that both teachers and parents are aware of a learner's strengths and weaknesses (✓). This shared understanding allows parents to provide targeted support at home, reinforcing classroom learning and addressing difficulties proactively, leading to improved academic outcomes (✓).
- Regular dialogue helps in the early detection of learning difficulties, behavioral concerns, or emotional issues that might be impacting performance (✓). Prompt communication allows for timely interventions, preventing small problems from escalating into significant obstacles to learning (✓).
- When teachers and parents are aligned on expectations, learning strategies, and disciplinary approaches, it creates a consistent and supportive environment for the child (✓). This synergy between home and school reinforces positive behaviors and academic habits, reducing confusion for the learner (✓).
- Open and honest communication builds a strong partnership between home and school (✓). Parents feel respected and involved in their child's education, while teachers gain valuable insights into the child's home life and personality (✓).
- When parents are regularly informed about their child's progress, it can increase their accountability in supporting learning and motivating their child (✓). Learners also become more aware that their performance is being monitored and discussed by both key adults in their lives, which can boost their intrinsic motivation to improve (✓).
- For learners with specific needs (e.g., gifted, learning disabilities), effective communication is vital for developing and implementing individualized education plans (IEPs) or support strategies (✓). Shared information ensures that the plan is comprehensive, consistent, and adapted to the child's unique requirements (✓).

Any other relevant response for TWO marks.

(2x2) (4)

- 5.6 **Suggest TWO study styles that learners could use when preparing for their examinations, in each answer also indicate how a learner can identify and effectively use their preferred style.**

Marks should be awarded as follows:

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

***NOTETOTHE TEACHER:**

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

- Visual learning style , this style is characterized by a preference for information presented in visual formats (✓). Learners effectively utilize this style by converting complex textual information into graphic representations (✓). By creating mind maps, diagrams, flowcharts, or using color-coding in notes and watching educational videos, learners significantly enhance their comprehension and recall of relationships between concepts, leading to better retention (✓).
- The Auditory style prioritizes learning through sound and spoken words (✓). Effective application involves transforming written material into an audible format or engaging in verbal exchange (✓). When learners read notes aloud, record themselves summarizing topics, participate in discussions, or explain concepts verbally to others, they reinforce their understanding through acoustic memory and improve their ability to articulate information during exams (✓).
- This style focuses on the processing and generation of information primarily through written text (✓). Learners maximize their effectiveness by actively engaging with text through meticulous note-taking and content generation (✓). By taking detailed notes, summarizing chapters in their own words, rewriting key concepts, creating outlines, or drafting practice essays, learners solidify their understanding, improve their written expression, and facilitate structured recall of information (✓).
- The Kinesthetic or Tactile style emphasizes learning through physical activity, touch, and direct experience (✓). Effective use requires incorporating movement and hands-on interaction into the study process (✓). When learners use physical flashcards, write on whiteboards, pace while reciting facts, conduct relevant experiments, or take frequent breaks for movement, they create muscle memory and sensory associations that aid in the recall of information, making abstract concepts more tangible (✓).
- This advanced study style involves deliberately retrieving information from memory and revisiting material at increasing intervals (✓). Its effectiveness hinges on consistently challenging one's memory rather than passively reviewing notes (✓). By regularly testing themselves (e.g., using flashcards, practice questions, or self-quizzing without notes) and scheduling review sessions over days or weeks, learners strengthen neural pathways, combat the forgetting curve, and achieve deep, long-lasting mastery of the subject matter (✓).

- The Teaching/Explaining style leverages the act of articulating concepts to others as a powerful learning mechanism (✓). Its utility is realized when learners assume the role of an instructor, requiring them to organize, simplify, and synthesize information (✓). When learners explain difficult topics to peers, family members, or even articulate them as if teaching, they are forced to identify gaps in their own understanding, clarify their thoughts, and solidify their grasp of the material, leading to comprehensive and coherent knowledge recall (✓).

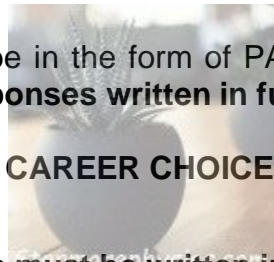


Any other TWO relevant response for TWO marks each.

(2x2) (4)

SECTION C

1. Candidates' responses must be in the form of PARAGRAPHS. **Marks will only be awarded for responses written in full sentences.**



ACTIVITY6: WEEK 9 - CAREER AND CAREER CHOICES

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 challenges that contribute to high unemployment rate in South Africa.

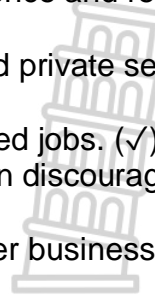
Marks should be awarded as follows:

ONE mark (✓) for each response.

- Slow economic growth limits job creation and discourages investment. (✓)
- Many job seekers do not meet the requirements of available jobs. (✓)
- A large number of young people lack work experience and relevant training (✓).
- Poor governance and corruption in both public and private sectors reduce job opportunities. (✓)
- Automation and digitization are replacing low-skilled jobs. (✓)
- Strict labour laws and high costs of hiring/firing can discourage businesses from employing more people. (✓)
- Unreliable electricity and transport systems hamper business growth and job creation. (✓)

Any other FOUR relevant responses for ONE mark each

(4X1)(4)



Discuss in detail the emotional impact of unemployment experienced by young people after completing their studies.

Marks should be awarded as follows:

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

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

Possible answers could include:

- Young people may begin to doubt their self-worth when they remain unemployed for a long time, (✓) not being able to find a job may make them feel like failures or disappointments to their families (✓) especially when they compare themselves to peers who have succeeded or started working (✓) this can lead to isolation, loss of motivation, and decreased confidence when applying for future opportunities. (✓)
- Constant worry about the future and finances can trigger anxiety (✓) youth may feel overwhelmed by uncertainty, fear of being left behind, and lack of job security (✓) the pressure to contribute to the household or repay study loans can increase emotional strain (✓) without proper support, prolonged anxiety may lead to mental health issues like panic attacks or depression. (✓)
- Long-term unemployment may cause young people to feel hopeless and emotionally drained (✓) repeated rejection or no responses to job applications may cause despair and a loss of purpose (✓) those without strong emotional support or coping skills are more vulnerable (✓) this can result in withdrawal from society, loss of interest in daily activities, and even suicidal thoughts in severe cases. (✓)
- Young people may distance themselves from friends and family out of embarrassment (✓) feeling ashamed about not working may make them avoid social events or interactions (✓) especially if peers are progressing in their careers or lives (✓) this isolation can worsen emotional health and reduce access to support systems or job leads (✓)
- Emotional pain from unemployment may push some youth toward harmful behaviours. (✓) these may include substance abuse, gambling, or involvement in crime to cope with frustration (✓) these are often used as escape mechanisms when no healthy alternatives are available (✓) such behaviours worsen their emotional state and reduce their chances of future employment. (✓)

Any other TWO relevant responses for FOUR marks each. (2 x 4)(8)

Examine practical strategies that young people can implement to enhance their employability and navigate the challenges of competitive job market

Marks should be awarded as follows:

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

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

Possible answers could include:

- Gaining work-related experience is essential to stand out in the job market (✓) volunteering and internships offer real-world exposure and help develop soft skills such as teamwork, communication, and time management (✓) although unpaid, these roles often serve as stepping stones to permanent jobs (✓) young people gain practical experience that strengthens their CVs and builds confidence during job interviews (✓).
- A professional presentation is key to securing interviews (✓) a well-structured CV and a LinkedIn profile can showcase qualifications, achievements, and interests (✓) without clear and updated documents, applicants may be overlooked regardless of their potential (✓) improves visibility to recruiters and increases the likelihood of being contacted for interviews. (✓)
- Building relationships within one's industry can open doors (✓) attending job expos, career fairs, and workshops allows young people to meet employers and learn about opportunities directly (✓) effective networking requires confidence and preparation but is possible even for introverted individuals with practice (✓) expands professional connections and may lead to job referrals or mentorship. (✓)
- Job seekers must be prepared for competitive interviews and application processes (✓) practising common interview questions, researching companies, and writing personalised cover letters can make a strong impression (✓) while rejection is part of the process, preparation improves performance over time. (✓)

Any other TWO relevant responses for FOUR marks each. (2 x 4)(8)

[20]

ACTIVITY 7: WEEK 3 - DEVELOPMENT OF THE SELF IN THE SOCIETY

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 psychological impacts of conflict among learners

Marks should be awarded as follows:

ONE mark (✓) for each response.

- Learners may constantly feel nervous or fearful due to tension with others. (✓)
- Being targeted or excluded can damage a learner's self-confidence. (✓)
- Ongoing conflict can lead to sadness, hopelessness, or withdrawal from school life. (✓)
- Emotional stress can make it difficult for learners to focus in class. (✓)
- Some learners may respond to conflict by becoming verbally or physically aggressive. (✓)
- Learners may withdraw from peers to avoid further conflict. (✓)
- Emotional distress often results in reduced academic performance. (✓)
- Learners may develop a fear or dislike of attending school altogether. (✓)
- Worrying about conflict may cause difficulty sleeping nightmares. (✓)
- Learners may stop trusting teachers or peers, feeling unsafe in the school environment. (✓)

Any other FOUR relevant responses for ONE mark each (4 x 1)(4)

Evaluate the effectiveness of conflict avoidance in maintaining short – term peace in personal relationships

Marks should be awarded as follows:

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

NOTE TO TEACHER:

To be awarded the full FOUR marks for the EVALUATION, candidates

must give a statement, (✓) qualify the statement, (✓) give a second statement, (✓) qualify the second statement. (✓)

Possible answers could include:

- Conflict avoidance can stop a situation from becoming more heated in the moment (✓) by walking away or remaining silent, individuals prevent arguments from escalating into emotional outbursts (✓) this only works effectively if both parties later revisit the issue calmly (✓) so short-term peace is achieved, but unresolved tensions may build up (✓).
- Avoiding conflict gives both parties time to cool down and think (✓) a pause in communication helps individuals to evaluate their emotions and perspective (✓) if used purposefully and not as an escape, it supports healthy future dialogue (✓) reflection reduces impulsive responses and supports calm future resolution.(✓)
- Avoidance may keep the relationship seemingly peaceful and functional in the short term.(✓) people often continue interacting on a civil level while avoiding sensitive topics (✓) this "fake peace" can be misleading and may hide deeper emotional harm (✓) it avoids discomfort for now but risks sudden outbursts later(✓).
- Avoidance can prevent emotional harm during sensitive or triggering situations (✓) it allows space to protect mental health, especially in emotionally vulnerable moments (✓) however, it is not a long-term solution to serious relationship issues (✓) short-term emotional stability is preserved, but healing and understanding are delayed(✓).
- Avoiding conflict may prevent damage to a valued relationship in the heat of the moment (✓) this can be useful in maintaining respect and avoiding hurtful words (✓) continuous avoidance without follow-up can lead to resentment (✓) peace is maintained temporarily, but emotional distance may grow over time(✓).
- Stepping back from confrontation may reduce stress and anxiety (✓) conflict is emotionally draining, so avoidance might offer immediate relief (✓) if not followed by resolution, the stress may return and worse (✓) individuals may feel short-term comfort, but long-term peace remains uncertain(✓).

Any other TWO relevant responses for FOUR marks each. (2 x 4)(8)

Assess the effectiveness of using collaboration as a long-term strategy for resolving conflicts.

Marks should be awarded as follows:

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

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

Possible answers could include:

- Collaboration fosters a culture of mutual respect (✓) both parties are given a chance to speak, listen, and understand one another's views (✓) this is most effective when individuals are open-minded and emotionally mature (✓) the relationship grows stronger and trust is built over time.(✓)
- Collaborative conflict resolution focuses on solutions that satisfy both parties (✓) unlike competing or compromising, collaboration seeks creative ways to meet everyone's needs (✓) it may require time, patience, and communication skills Long-lasting and satisfying resolutions are achieved (✓).
- Working together to resolve conflict improves interpersonal communication (✓) parties learn to express their thoughts clearly and listen actively (✓) this requires a willingness to learn and adjust one's behavior (✓) misunderstandings are reduced and future conflicts are easier to handle. (✓)
- Collaboration enhances critical thinking and joint problem-solving (✓) individuals learn to analyse the root causes of conflict and work together creatively (✓).success depends on the ability to stay focused and solution-oriented (✓) participants become better equipped to handle complex situations in the future(✓).
- Collaborative strategies strengthen relationships over time (✓) when both parties feel heard and valued, emotional bonds deepen (✓) this is especially beneficial in family, school, or work environments where ongoing interaction is required (✓) conflict becomes an opportunity to grow rather than divide(✓).
- Collaboration teaches individuals to take ownership of their role in the conflict (✓) it encourages self-reflection and mutual responsibility for change (✓) it requires honesty and emotional maturity from both sides (✓) people become more responsible and committed to maintaining peace(✓).

Any other TWO relevant responses for FOUR marks each. (2 x 4) (8)

[20]



SECTION A

ACTIVITY 1

1.1.1. C (✓)

1.1.2. B (✓)

1.1.3. C (✓)

1.1.4. C (✓)

1.1.5. A (✓)

1.1.6. A (✓)

1.1.7. C (✓)

1.1.8. C (✓)

1.1.9. B (✓)

1.1.10. B (✓)

1.1.11. D (✓)

1.1.12. C (✓)

1.1.13. B (✓)

1.1.14. B (✓)

1.1.15. C (✓)

1.1.16. A (✓)

1.1.17. B (✓)

1.1.18. C (✓)

1.1.19. C (✓)

1.1.20. A (✓)

1.1.21. B (✓)

1.1.22. B (✓)

1.1.23. C (✓)

1.1.24. C (✓)

1.1.25. B (✓)

1.1.26. A (✓)



- 1.1.27. A (✓)
1.1.28. B (✓)
1.1.29. C (✓)
1.1.30. C (✓)
1.1.31. C (✓)
1.1.32. B (✓)
1.1.33. C (✓)
1.1.34. C (✓)
1.1.35. D (✓)
1.1.36. D (✓)
1.1.37. B (✓)
1.1.38. C (✓)
1.1.39. A (✓)
1.1.40. A (✓)



1.2

- 1.2.1. Censorship (✓)
1.2.2. Campaign (✓)
1.2.3. Bill of rights (✓)
1.2.4. Human rights violations (✓) (4x1)(4)

1.3.

- 1.3.1. **Define the term *sportsmanship*.**

Marks should be awarded as follows:

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

- the conduct and behavior of athletes, coaches and spectators (✓) during sporting activities (✓).
- Fair and generous behavior towards others (✓) in the sporting field (✓).

- *Any one of the above for TWO marks.*

(1x2) (2)

1.3.2. Explain ONE way in which sport can play in promoting cultural exchange and understanding.

Marks should be awarded as follows.

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

Possible responses could be...

- International sporting events bring together athletes and spectators from different countries (✓), providing opportunities for cultural exchange and understanding (✓).
- Sports exchange programs can facilitate cultural exchange between nations (✓), allowing athletes to experience different cultures and learn from each other (✓).
- Sport has a global reach, allowing people from different cultures (✓) to come together and share experiences, values, and traditions (✓).
- Sport can help break down barriers (✓) promoting understanding and respect between different communities (✓).
- Sport can promote diversity and inclusion (✓) celebrating the unique contributions and perspectives of different cultures (✓).
- *Any other ONE well-explained responses for TWO marks each.* (1x2) (2)





1.3.3. Discuss ONE economic benefit of hosting major sporting events.

Marks should be awarded as follows:

TWO (✓✓) marks for ONE well explained response

Possible responses could be...

- Hosting sports events can create temporal and permanent jobs (✓) in areas such as event management, hospitality and tourism. (✓)
- Can lead to investments in infrastructure (✓) such as stadiums, transportation, accommodation which can have long term economic benefits. (✓)
- The exposure and profile gained from hosting sporting events (✓) can attract new businesses, investments, and talent to the area. (✓)
- Sports events can attract sponsors and advertisers (✓), providing revenue opportunities for local businesses and organizations. (✓)

Any other ONE well-explained responses for TWO marks each.
(1x2) (2)

SECTION B

ACTIVITY 2

2.1 Define the term *human rights violation*.

Marks should be awarded as follows:

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

- Human rights violation is defined as ...
- An act of disregarding basic human rights when interacting with people (✓),
- hurting, disrespecting and acting against someone's rights. (✓)





- any deliberate act of harassment, stalking, sexual misconduct, discrimination, etc.
- aimed at precluding the victim from full enjoyment of his/her rights as a person. (✓)
- hate speech/slurs/derogatory attitudes whose aim is to lower a person's dignity. (✓)
- Any other relevant responses for TWO marks each (1x2)(2)

2.2 Provide TWO negative impacts of human rights violations on the youth.

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response

Human rights violations could ...

- make them feel worthless / keep them entrapped. (✓)
- instil a sense of inadequacy which could make them hopeless. (✓)
- develop self-doubts making them accept their current situation with no hope for a positive change (✓)
- cause them to surrender to adult men who may transmit incurable diseases/HIV and AIDs/ or impregnate them making it difficult for them to lead happy fulfilling lives (✓)
- develop psychological/emotional/behavioural problems, making it impossible for them to become functional members of society easily. (✓)
- Any other relevant response for ONE mark each (2x1) (2)



2.3 Explain how creating awareness about abuse can prevent human rights violations in society.



Marks should be awarded as follows:

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

Awareness could ...

- enable them to identify community support groups for help (✓),
- which could ensure that they are provided with the necessary help. (✓)
- Creating awareness helps people understand their rights, which leads to more reporting of abuse. (✓)
- Awareness campaigns teach the public about abuse, which encourages prevention efforts. (✓)
- Public education on abuse helps communities identify violations, which leads to early intervention. (✓)
- Raising awareness reduces silence around abuse, which allows support systems to be activated. (✓)
- Any other relevant responses for TWO marks each (1x2) (2)



- 2.4 **Discuss TWO ways in which the participation of the youth in anti-human rights violation campaigns could positively influence their values and sense of responsibility towards the youth in society.**



Marks should be awarded as follows:

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

Participation in such projects could ...

- increase awareness of one's abilities and skills (✓), which could further be used in various community projects that could assist in the development of various life skills needed by the youth for adaptation in this era. (✓)
- improve one's social and emotional well-being based on your experiences in running the campaign (✓) which may be used to develop the youths' lifestyle choices related to the importance/value of emotional intelligence for meaningful coexistence. (✓)
- make one aware of the needs of other youths (✓)
- which could enable one to come forward and help them. (✓)
- develop compassion/empathy for others, (✓) which could change your values/beliefs/attitudes/moral codes about the value in helping others. (✓)
- Any other relevant responses for TWO marks each (2x2) (4)

- 2.5 **How could reducing human rights violations benefit the youth in our communities.**

Marks should be awarded as follows:

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

- Reducing abuse builds trust in society, which helps youth grow with confidence. (✓) Equality in rights means more opportunities, which empower youth to reach goals. (✓)
- lessen exposure to violence and trauma (✓), reduce the risk of mental health issues, substance abuse, and other health problems (✓)





- Reducing violations creates safety and security (✓) which allows youth to live without fear (✓)
- human rights protection ensures equal access to resources, protecting youth from exploitation (✓) which supports youth development (✓)
- Any other relevant responses for TWO marks each (2x2) (4)

2.6 **Suggest TWO ways in which media could positively contribute to the outcome of the anti-human rights violation campaign.**

Marks should be awarded as follows:

THREE (✓✓✓) marks for TWO well-explained response

The media (social media) could be used to ...

- share the plight of victims of human rights violations with the world (✓), which could encourage more people/organisations/businesses to contribute to the project to assist the victims. (✓) quickly and effectively inform the public about specific urgent needs of victims (✓),
- enable them to support the victims with their immediate physical/emotional/psychological needs. (✓) publicise the experiences of the victims (✓), which could enable others to acknowledge the pain and agony they suffered, thus making the campaign popular. (✓)
- use significant/influential people in the community (✓) so that more people's attention could be drawn to the campaign. (✓) share successes achieved through the campaign (✓),
- influence more community members to see the value of being part of the campaign (✓). Media can expose violations, which educate society and lead to justice. (✓) Media can share survivor stories, which builds awareness and encourages victims to speak out. (✓)
- Media can run public campaigns, which promote community support and action. (✓) Media can celebrate youth activists (✓), which motivates others and strengthens civic values. (✓)
- Any other relevant responses for THREE marks each (2x3) (6)

ACTIVITY 3



3.1 Define the term *intervention*.

Marks should be awarded as follows:

ONE (✓) mark for a correct definition.

Intervention is defined as...

- Any action taken to improve the condition of something. (✓)
- any measure implemented to deal with a problematic occurrence/situation to minimize its devastating effects. (✓)
- a remedial action taken to stop the severity of a problem/situation. (✓)
- any help given to those who find themselves in disaster-stricken areas. (✓)
- Any other relevant responses for TWO marks each (1x2) (2)

3.2 Describe TWO intervention programmes that could be implemented to assist communities suffering from disasters.

Marks should be awarded as follows:

ONE (✓) mark for a correct definition.

Interventions implemented in areas affected by disasters include

- the issuance of food parcels and fresh water supplies to victims (✓)
- provision of temporary housing/shelter for those left homeless (✓)
- usage of search and rescue teams to look for missing victims (✓)
- provision of medical care to the injured (✓)
- Counselling programmes help victims manage trauma, which supports mental health (✓)
- Health clinics provide care after disasters, which reduces disease and death (✓)



- distribution of clothing and blankets to those who lost everything (✓)
- evacuation of survivors to temporary shelters (✓)
- Any other relevant responses for ONE mark each (2x1) (2)

3.3 Explain ONE negative effect that floods may have on the emotional health of the victims.

Marks should be awarded as follows:

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

They may ...

- lose all their personal possessions/houses/cars/valuables (✓),
- develop deep feelings of hopelessness/guilt (✓)
- lose their loved ones (✓),
- which could develop unbearable grief/self-blame for not having been able to save them (✓)
- have their cattle washed away (✓),
- which could cause traumatic stress. (✓)
- have their farming land vanishing in the split of a second (✓),
- which could develop remorse for having lost their source of nutrition. (✓)
- run short of potable/drinkable water (✓),
- which could develop anxiety related to the diseases they may contract from dirty water. (✓)
- have to be relocated to a safe house (✓),
- which could further aggravate their feelings of helplessness. (✓)
- Any other relevant responses for TWO marks each (1x2) (2)

3.4 Discuss TWO ways in which improved service delivery could reduce the effects of such disasters within the local communities.

Marks should be awarded as follows:



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

Improved service delivery could ensure that ...

- Large volumes of water will be able to flow through the storm water drainage systems (✓) so that possible blockages are minimised. (✓)
- The built environment was properly planned (✓) so that houses are not easily moved by slight landslides. (✓)
- The law is enforced not to allocate dwelling sites to people closer to the rivers (✓) so that when they swell/burst their banks, people and their properties cannot be swept away. (✓)
- maintenance of services like bridges is carried out regularly (✓) so that they do not become blocked when the water level rises. (✓)
- the growth and development of towns is done according to climatic conditions (✓)
- so that people/animals/property cannot be vulnerable to heavy storms. (✓) People were warned of possible extreme weather conditions through local media platforms that they could be better prepared or evacuated. (✓)
- Most poor people are provided with high-quality government houses (✓) so that their houses can withstand adverse weather conditions. (✓)
- Any other relevant responses for TWO marks each (2x2) (4)

3.5 How could the victims of floods benefit from community service.

Marks should be awarded as follows:

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

Community service can

- Help build shelter which restores dignity to victims (✓) and provide a sense of safety and security (✓)
- essential aid to victims with serious injuries or harmful contaminant (✓) which will decrease the risk of long-term health issues (✓)





- Volunteers provide food parcels, which meets immediate needs of victims (✓) and reduce hunger (✓)
- Support groups from community service may provide counselling services (✓) for the victims to mitigate trauma, which improves recovery. (✓)
- Community members may donate clothing/sleeping blankets/cosmetics (✓), which may bring hope and strengthen resilience (✓)
- Any other relevant responses for TWO marks each (2x2) (4)

3.6 **Suggest TWO ways in which you may contribute to the promotion of a sustainable, safe and healthy living environment.**

Marks should be awarded as follows:

THREE (✓✓✓) marks for TWO well-explained response

- save electricity by switching off lights when not in use / boil only the required amount of water /use solar energy for heavy electricity consuming appliances (✓), as these may minimise the amount of electricity used by all households (✓) which could eventually reduce the number of coal/environmental fossils used for the generation of power energy. (✓)
- lessen air pollution through means such as picking up rubbish/recycling/reusing of plastic bags while shopping/reporting places that pollute the environment / not burning tyres or burning illegally (✓) as that may limit the amount of waste disposed of to the environment (✓) which could limit disturbing the natural growth of natural plants and animals (flora and fauna). (✓)
- grow plants to increase the amount of greenery in our garden/community (✓) as green plants/trees release clean oxygen needed by human beings and animals (✓), which could eventually minimise the amount of dangerous carbon dioxide emitted into the atmosphere. (✓)
- row only indigenous flowering plants, trees and shrubs (✓) as indigenous plants are beneficial to the soil quality and are adapted to our climate (✓), which could reduce the invasion of exotic plants in our streams and natural bush, which have the potential to exploit our freshwater systems, ending up threatening vulnerable species. (✓)



- close all taps tightly and repair leaking pipes (✓) to reduce the wastage of water in a water-scarce country (✓), which will help conserve water resources and ensure more water availability for dry seasons. (✓)
- educate people on how to use candles, paraffin stoves or fires for cooking and heating (✓) as this could prevent the cause of accidental and destructive fires (✓), which could prevent raging and disastrous veld fires. (✓)
- Any other relevant responses for THREE marks each (2x3) (6)

ACTIVITY 4

4.1 Explain the term *cyberbullying*.



Marks should be awarded as follows:

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

- refers to the intentional use of digital platform (✓) to harass, threaten, embarrass or target some repeatedly (✓)
- refers to the spreading of rumours (✓) sharing private information or pouting harmful content of someone (✓)
- Any other relevant response for TWO marks each. (✓✓) (1x2) (2)

4.2 Describe TWO negative effects that cyberbullying can cause on a teenager.

Marks should be awarded as follows:

ONE (✓) mark for TWO well-explained responses.

Possible responses could be...

- Emotional distress which may be caused by depression, anxiety or low esteem the victim will face because of cyberbullying. (✓)



- Academic decline which is caused by low concentration, absenteeism or poor performance in school. (✓)
- May suffer from social isolation and withdraw from friendship to avoid humiliation. (✓)
- Any other relevant response for ONE mark each. (2x1) (2)

4.3 **Explain why sharing intimate images of minors online is violation of privacy.**

Marks should be awarded as follows:

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

Possible responses could be...

- Sharing intimate images is illegal because it violates the child's protection law (✓), such as those against child pornography (✓)
- It can cause long term psychological harm to the minor (✓)
- Minor may be susceptible to blackmail as they will have no control over people who have downloaded the image (✓)
- Any other relevant response for TWO marks. (1x2) (2)

4.4 **Recommend TWO ways in which parents can reduce the use of social media.**

Marks should be awarded as follows:

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

- Set screen time limit: (✓) parents can install apps or use device setting to restrict daily social media usage (✓).
- Encourage offline activity: (✓) promote hobbies sports or family time can reduce dependency on social media (✓).
- Any other relevant response for TWO marks each. (2x2) (4)

4.5 **Discuss TWO psychological impacts on victims of cyberbullying.**



Marks should be awarded as follows:

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

- Increase risk of mental health disorder: (✓) victims may develop anxiety, depression or even suicidal thoughts because of online abuse (✓).
- Social withdrawal: (✓) fear of further bullying can lead to isolation avoiding social interactions both online and offline (✓).
- Low Self-Esteem and Self-Blame: (✓) Constant insults may cause feeling of worthlessness and decrease confidence (✓).
- Any other relevant response for TWO marks each. (2x2) (4)

4.6 **Suggest TWO ways learners can protect themselves and others on social media.**



Marks should be awarded as follows:

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

- Think before sharing (✓) this means that one must avoid posting personal information or engaging with strangers (✓) as this will help with people not knowing or having much access to your personal life (✓).
- Report and block bullies (✓) meaning if you see something that does not suit your content remove or unfollow that person (✓) this will safeguard yourself and others. (✓)
- Any other relevant response for TWO marks each. (2x3) (6)

ACTIVITY 5

5.1 **Identify TWO examples of community services provided by municipalities.**

Marks should be awarded as follows:

ONE (✓✓) mark for a well explained response.

- waste collection and disposal (✓)
- maintenance of public parks and recreational activities (✓)

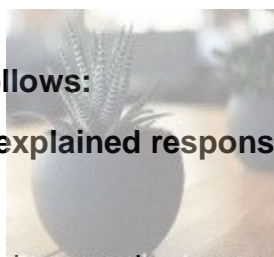


- Library services, providing access to books and educational resources (✓)
- Maintenance of public roads and pavements (✓)
- Providing spaces for community event, meetings an activity (✓)
- Coordinating disaster response, recovery and mitigation (✓)
- Enforcing public laws, managing traffic flow and maintaining public safety (✓)
- Any other relevant response for TWO marks each. (2x1) (2)

5.2 **Explain how local government can promote safe housing in informal settlements.**

Marks should be awarded as follows:

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



- Local governments can implement slum upgrading programs (✓) that improve housing conditions by providing secure tenure, basic services (water, sanitation, electricity), and durable building materials (✓).
- Introducing and enforcing progressive building codes tailored to informal settlements (✓) can reduce hazards like fire risks and structural collapses (✓).
- Granting legal land tenure or occupancy rights (✓) can incentivize residents to invest in safer housing without fear of eviction (✓).
- Engaging residents in co-designing housing solutions (✓) ensures interventions meet local needs and are culturally appropriate (✓).
- Offering targeted subsidies, low-interest loans, or microfinance (✓) can help low-income families afford safer construction materials and retrofitting (✓).
- Investing in drainage, roads, and emergency services (✓) reduces environmental risks (floods, fires) in informal settlements (✓).
- qualified building contractors (✓) to ensure house structures are safe and durable (✓)
- Any other relevant response for TWO marks each. (1x2) (2)

5.3 **Explain TWO ways the three spheres of government can collaborate to reduce crime in communities.**



Marks should be awarded as follows:

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

- National government can fund and train law enforcement (✓)
- Provincial government can coordinate policing strategies (✓)
- local government can implement community patrols and neighbourhood watch (✓)
- they can work together to improve street lighting, install surveillance cameras and support social programmes that address the root causes of crime. (✓)
- Any other relevant response for TWO marks each. (1x2) (2)

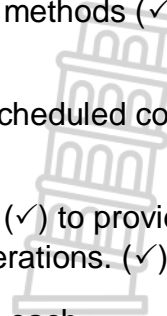


5.4 **How can the community help prevent illegal dumping of waste in residential areas?**

Marks should be awarded as follows:

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

- Organise regular clean-ups/campaigns (✓) and report illegal dumping to authorities (✓)
- Educate residents on proper waste disposal methods (✓) and the environmental impact on illegal waste (✓)
- Providing waste bins, recycling centres, or scheduled collections (✓) to reduce the temptation to dump illegally.
- Involving schools in anti-dumping education (✓) to provide long-term environmental responsibility in younger generations. (✓)
- Any other relevant response for TWO marks each. (2x2) (4)



5.5 **Discuss why it is important for a community to take ownership of public facilities, like parks and clinics.**



Marks should be awarded as follows:

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

- community ownership ensures proper maintenance and care, (✓) reducing vandalism and neglect (✓)
- It fosters a sense of pride and responsibility (✓) encouraging active participation in local development. (✓).
- can encourage shared ownership (✓) to foster trust reducing vandalism and crime. (✓)
- enables communities to understand their own needs best (✓) whether it's playgrounds for kids or maternal health clinics (✓)
- Any other relevant response for TWO marks each. (2x2) (4)

5.6 **Assess TWO ways a community can promote clean water access in rural areas.**

Marks should be awarded as follows:

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

- Partner with NGO's and government agencies (✓) to install and maintain (✓) water purification systems. (✓)
- Educate residents on water conservation (✓) and sustainable practices (✓) to natural water resources. (✓)
- Communities can form water committees (✓) to manage and maintain water infrastructure (✓), educating residents on water conservation and hygiene practices to encourage responsible use. (✓)
- sustainable maintenance of wells, boreholes, and rainwater systems (✓) to assist households and schools. (✓)
- educate residents on the dangers of contaminated water (✓) and the benefits of clean water (✓) which can lead to behavioural change (✓).
- Any other relevant response for TWO marks each. (2x3) (6)

SECTION C

ACTIVITY 6 DEMOCRACY AND HUMAN RIGHTS

Your responses must consist of paragraphs.

Marks will ONLY be allocated for responses written in full sentences.

Briefly state FOUR strategies which can be used to address discrimination and human rights violations.

Marks should be awarded as follows:

One mark (✓) for each response



Possible responses could include:

- Ensure that there are various projects that assess situations causing human rights violations and discrimination (✓)
- Host events to celebrate different cultures that are found in the society. (✓)
- Hold campaigns that educates the society about issues that results to human rights violations and discrimination. (✓)
- Participate in programmes that encourage unity and solidarity within the country (✓)
- Legal reforms that will strengthen anti-discrimination laws and ensures enforcement to protect marginalized groups (✓)
- Community advocacy which is supporting NGOs movement that challenge injustices (✓)
- Reporting mechanisms that establish accessible channels for victims to report violations and seek redress (✓)
- Education and awareness programs that teaches community on how to tolerate one another in the community to reduce prejudice (✓)
- Any other relevant response for ONE mark each (4x1) (4)

Critically discuss how individuals evaluate their position on democracy and human rights violations; consider the Bill of right.

Marks should be awarded as follows:

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

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

They may...

- Evaluating your own position when dealing with human rights violations involves reflecting on your beliefs, biases, and actions (✓) to ensure they align with the principles of human rights (✓). This process helps in understanding your role and responsibilities in addressing such violations (✓) to avoid treating others as inferior or different to you. (✓)
- Evaluating your own position when dealing with human rights violations involves action review (✓) which is reflecting on your past actions and decisions relating to human right issues (✓) to help you know which areas to improve (✓) and what steps you can take to enhance your understanding (✓).
- Individuals assess their stand on democracy and human rights by reflecting on principles like equality, freedom, and justice often guided by the Bill of Right (✓) The right to equality compels citizen to reject discrimination (✓) however the lack of awareness may hinder this evaluation (✓) democracy strives when citizen actively uphold human rights (✓)
- Any other relevant responses for FOUR marks each (2x4) (8)

Evaluate TWO outcomes of having campaigns and events addressing issues of democracy and human rights.

Marks should be awarded as follows:

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

NOTE: To be awarded the full FOUR marks for the EVALUATION, candidates must give a statement (✓) qualify the statement (✓) give a second statement (✓) qualify the second statement. (✓)

Possible could be...

- Campaigns and events raise awareness and educate the public (✓) by bring issues and democratic principles to the public's consciousness (✓), while increasing understanding to the public (✓) about current issues to avoid violating other people's human right. (✓)
- Campaigns and events influence policy and governance (✓) by giving the government a chance to be more involved on issues that affect the society (✓) so that the policies made benefit the needs of the society (✓) and hold the government accountable for any human rights violation (✓)
- Policy changes (✓) which encourage events such as pride marches (✓) that have led to anti-discrimination laws LGBTQ+ communities (✓) yet implementation gaps and resistance can limit progress (✓)
- Any other relevant responses for FOUR marks each. (2x4) (8)

ACTIVITY 7: SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

Briefly state FOUR community services to promote safe and healthy living environments

Marks should be awarded as follows:

One mark (✓) for each response

Possible responses could include:

- To promote a safe and healthy living environment, communities can implement various services including accessibility to healthcare meaning there should be enough healthcare facilities available for everyone. (✓)
- Public safety and emergency services ensures that there is fast response to crime and fire hazards. (✓)
- Environmental health and sustainability which is responsible for keeping the environment clean and conserved for future generations. (✓)
- Social and basic needs support that provides access to essential services like food, shelter, and education. (✓)
- Waste management programs that provide proper disposal and recycling services to reduce environmental pollution and health hazards (✓)

- Public health clinics that provide accessible healthcare, vaccinations and health education to communities (✓)
- Parks and recreational facilities that encourage physical activity and mental well-being (✓)
- Public safety and initiatives that include police and fire services ensuring safety and emergency response for residents. (✓)
- Any other relevant responses for ONE mark each (4x1) (4)

Critically discuss the community's responsibility to ensure environments and services that promote safe and healthy living.

Marks should be awarded as follows:

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

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

It could be...

- Promote public health and hygiene (✓) which includes educating individuals about safe practices (✓) ensuring proper sanitation and encouraging healthy habits (✓) such as having hygiene protocol. (✓)
- Provide training and support for businesses on health and safety practices (✓) such as food safety in spaza shops (✓) ensuring that no expired foods are sold to the public (✓), organise educational programs for all age groups on relevant topics like nutrition and environmental awareness (✓)
- The community must adhere to environmental regulations (✓) such as proper waste disposal and water conservation to minimise harm (✓) on the environment. This means that they must actively participate in local projects (✓) like neighbourhood clean ups or tree planting campaigns responsibility. (✓)
- Any other relevant responses for FOUR marks each (2x4) (8)

Evaluate the impact that relate to projects, campaigns and activities that address social and environmental issues

Marks should be awarded as follows:

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

NOTE: To be awarded the full FOUR marks for the EVALUATION, candidates must give a statement (✓) qualify the statement (✓) give a second statement (✓) qualify the second statement. (✓)

Possible responses could be...

- Environmental protection (✓) which focus on reducing pollution, conserving natural resources, reduce waste and restore ecosystems (✓) leading to cleaner air and water (✓) increased biodiversity and a healthier environment which results in better and healthier life. (✓)
- Social upliftment (✓) which addresses the social issues that can improve the community's well-being (✓) by providing access education, healthcare and employment opportunities (✓) which will help improve the quality of life within the society (✓)
- Projects like recycling drives reduces landfill waste (✓) and promote sustainability while campaigns against littering such as housing programs improve living standard and reduces inequality (✓) The inconsistent funding or lack of participation of the community can limit the effectiveness of these projects (✓) successful projects rely on collaboration between government, NGOs and residents to achieve long term benefits. (✓)
- Any other relevant responses for FOUR marks each (2x4) (8)

TERM 3: MARKING GUIDELINE

ACTIVITY 1

- 1.1 B (✓)
- 1.2 A (✓)
- 1.3 B (✓)
- 1.4 C (✓)
- 1.5 D (✓)
- 1.6 A (✓)
- 1.7 D (✓)
- 1.8 C (✓)
- 1.9 B (✓)
- 1.10 D (✓)
- 1.11 A (✓)
- 1.12 C (✓)
- 1.13 B (✓)
- 1.14 C (✓)
- 1.15 B (✓)
- 1.16 B (✓)
- 1.17 A (✓)
- 1.18 D (✓)
- 1.19 D (✓)
- 1.20 C (✓)
- 1.21 D (✓)
- 1.22 B (✓)
- 1.23 C (✓)
- 1.24 C (✓)
- 1.25 B (✓)
- 1.26 B (✓)
- 1.27 A (✓)
- 1.28 B (✓)
- 1.29 C (✓)
- 1.30 D (✓)



- 1.31 A (✓)
- 1.32 B (✓)
- 1.33 A (✓)
- 1.34 A (✓)
- 1.35 C (✓)
- 1.36 B (✓)
- 1.37 B (✓)
- 1.38 C (✓)
- 1.39 A (✓)
- 1.40 D (✓)

1.2 Possible responses could include:

- 1.2.1 Societal expectation (✓)
- 1.2.2 Job contract (✓)
- 1.2.3 Intervention strategies (✓)
- 1.2.4 Cultural practices (✓)



1.3.1 Define the term hypertension.

Marks should be awarded as follows:

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

Possible responses could include:

- Hypertension is a chronic medical condition where the blood pressure(✓) in the arteries is consistently higher than the normal range. (✓)
- It refers to a condition in which the force of the blood against the artery walls is too high, (✓) often leading to health problems like heart disease. (✓)
- Hypertension, also known as high blood pressure, (✓) occurs when the pressure of circulating blood on the walls of blood vessels remains elevated over time. (✓)
- *Any other relevant answer for TWO marks each.* (1 x 2) (2)

1.3.2 Explain how early detection can assist in cancer treatment.

Marks should be awarded as follows:

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

Possible responses could include:

- When cancer is found early, it is usually still localized (has not spread), (✓) making it easier to treat successfully, increasing the chances of complete recovery. (✓)
- Early-stage cancers often require less invasive or intense treatment, (✓) reducing side effects and improving the patient's quality of life. (✓)
- Detecting cancer early can lead to shorter treatment durations and fewer complications, (✓) which can significantly reduce medical expenses. (✓)
- Many types of cancer have much higher survival rates when diagnosed (✓) and treated in the early stages. (✓)
- *Any other relevant answer for TWO marks each.* (1 x 2) (2)

1.3.3 Explain ONE way in which health care workers could help prevent fatalities/ deaths caused by cardiovascular diseases.

Marks should be awarded as follows:

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

Possible responses could include:

Health-care workers could...

- Organize community events, workshops and campaigns (✓) to educate people about the diseases of the heart, risk factors, symptoms and prevention strategies. (✓)
- Provide personalized education to patients (✓) about specific heart disease risk factors, treatment options and lifestyle modification. (✓)
- Ensure patients understand their medical conditions (✓) so that they could take care of themselves. (✓)

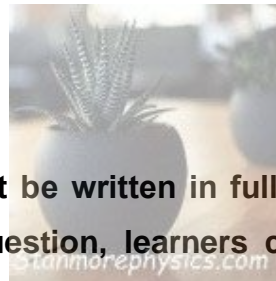


- Provide guidance on cholesterol management, (✓) including dilatory changes and medication. (✓)
- Offer smoking cessation programmes and resources (✓) to help patients quit smoking. (✓)
- Educate patients about the risks of substance abuse (✓) and provide resources for prevention and treatment. (✓)
- Collaborate with other health care professionals such as cardiologists and dieticians (✓) to provide comprehensive care. (✓)
- *Any other relevant answer for TWO marks each.* (1 x 2)(2)

SECTION B

NOTE TO TEACHER:

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



ACTIVITY 2

2.1 State TWO possible factors that may lead to disagreement between employers and employees in the workplace.

Marks should be awarded as follows:

ONE mark (✓) for a well-explained response.

Possible responses could include:

- Workers may not be happy with working conditions. (✓)
- Unresolved grievances. (✓)
- The employer may fail to meet the wage demands of the workers. (✓)
- A certain group of workers may feel discriminated against by the employer. (✓)
- The employer/workers may act in contravention of the job contract. (✓)



- There may be no open channels of communication between the employer and the workers. (✓)
- The employer may fail to create opportunities for career growth/ advancement in the work place. (✓)
- There may be a lack of trust between the workers and the employer. (✓)
- *Any other relevant answer for TWO marks each.* (1 x 2)(2)

2.2 Describe ONE benefit for a worker who joins a trade union.

Marks should be awarded as follows:

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

Possible responses could include:

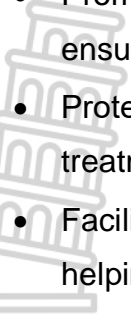
- Trade unions provide workers with representation in disputes, negotiation (✓) and other workplace issues. (✓)
- Trade unions offer training and education (✓) to help their members/ workers develop new skills and advance their careers. (✓)
- Trade unions negotiate collective bargaining agreements (✓) that establish wages, benefits and working conditions. (✓)
- Trade unions advocate for social justice, (✓) promoting equality, fairness and human right in the workplace and beyond(✓)
- Trade unions advocate for safe working conditions (✓), reducing the risk of workplace accident and injuries.
- *Any other relevant answer for TWO marks each.* (1 x 2)(2)

2.3 Explain the functions of the Commission for Conciliation, Mediation and Arbitration (CCMA).

Marks should be awarded as follows:

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

Possible responses could include:

- 
- Promote fair labour practices, the CCMA help enforce labour laws, (✓) ensuring employers comply with regulations and treat employees fairly. (✓)
 - Protect employee's rights, including right to fair labour practice, (✓) equal treatment and freedom from discrimination. (✓)
 - Facilitate collective bargaining between employers and employees, (✓) helping parties negotiate fair agreement. (✓)
 - Provide training on dispute resolution, (✓) helping parties develop skills to resolve conflict effectively. (✓)
 - *Any other relevant answer for TWO mark.* (1x 2)(2)



2.4 Discuss TWO practical ways in which employers could help to prevent strikes in the workplace.

Marks should be awarded as follows:

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

Possible responses could include:

Employers' could...

- 
- 
- Foster a positive workplace culture by ensuring fair treatment, (✓) and maintain open communication channels. (✓)
 - Prioritize workplace safety(✓) by responding promptly to hazards and provide necessary training(✓)
 - Maintain regular communication and transparent communication channels with employees and their representatives (✓) in this way both employers and employees would be on the same page. (✓)
 - Encourage employees to participate in decision making process (✓) through regular meetings, surveys or focus groups. (✓)
 - Establish clear grievance procedure (✓) to address employees concerns and resolve disputes promptly. (✓)
 - Provide conflict resolution training to managers and employees (✓) to equip them with the skills to resolve conflict. (✓)
 - Build trust and cooperation with unions(✓) through regular communication and constructive dialogues(✓)

- *Any other relevant answer for TWO marks each.* (2 x 2)(4)

2.5 Assess TWO advantages for an employer who settles argument and disputes through negotiation and conciliation.

Marks should be awarded as follows:

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

Possible responses could include:

Employer who settles arguments through negotiations may:

- Avoid legal costs or eliminate expensive attorney fees and court costs(✓)
- Reduce administrative burden, (✓) less time and resources spent on formal procedures, documentation and hearing. (✓)
- Minimize settlement costs (✓) since negotiated settlement costs are often lower than awards imposed by courts. (✓)
- Negotiating is much quicker than formal litigation, arbitration (✓) or administrative hearing which can drag on for a long time. (✓)
- Resolving issues swiftly minimize the ongoing destruction (✓) and productivity drain caused by prolonged conflict. (✓)
- Show employees that their concerns are heard and addressed fairly, (✓) potentially boosting morale and loyalty among the wider workforce. (✓)
- *Any other relevant answer for TWO marks each.* (2 x 2)(4)

2.6 How could employer-employee relations be improved in the workplace? In EACH answer, also indicate how this may be beneficial to the relationship.

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

Possible responses could include:

- Having an open-door policy/being open to discussions on any matter (✓) that may be important to both workers and employers may make both parties to feel free in engaging on any subject at hand, (✓) leading to a better understanding between workers and employers. (✓)
- Regarding/seeing/viewing differences as an opportunity for collaboration, (✓) may

encourage constructive/healthy debates between workers and employers (✓) which may promote overall teamwork in the work place. (✓)

- Creating an environment that allows all stakeholders to participate in decision-making processes (✓) may ensure that everyone is working towards a common goal (✓) and this may foster a positive morale among workers and employers. (✓)
 - Staying professional at all times (✓) may make workers and employers feel valued/respected (✓) thereby sustaining overall healthy relationships in the work place. (✓)
- *Any other relevant answer for TWO marks each.* (2 x 3)(6)

[20]

ACTIVITY 3

3.1 Define the term e-recruitment.

Marks should be awarded as follows:

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

Possible responses could include:

- E-recruitment also known as online recruitment refers to cloud-based recruitment software, web-based resources (✓) and other technologies and features to find, attract, interview and hire candidates. (✓)
- Refers to the process of attracting, selecting and hiring candidates for job openings (✓) using digital technologies. (✓)
- *Any other relevant answer for TWO marks.* (1x 2)(2)

3.2 Describe how jobseekers could easily secure employment opportunities through the use of online resources.

Marks should be awarded as follows:

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

Possible responses could include:



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

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

Marks should be awarded as follows:

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

It allows you to...

- Acquire skills that are in high demand, (✓) thereby helping you to align your qualifications with employer needs. (✓)
- Discover more job opportunities/advancement possibilities, (✓) which may align with your own interests/skills. (✓)
- Understand how technology is impacting various industries, (✓) so that you may adapt your career strategy/shifting to roles that are less likely to be automated. (✓)

- Gain insights into salary expectations/benefits for different roles, (✓) which may help you to consider various financially sound job options. (✓)
- Find new/evolving job roles that may not have existed previously, (✓) and this could help you to explore other innovative career opportunities. (✓)
- Identify stable/established professions/companies, (✓) which could help you decide on whether to choose careers that may offer job security/reduce the risk of unemployment. (✓)
- Highlight geographic areas with high demand for certain professions, (✓) allowing you to consider whether you should relocate for better job opportunities. (✓)
- Identify jobs that promote work-life balance/corporate social responsibility, (✓) which may align with your personal values/career aspirations. (✓)
- *Any other relevant answer for TWO marks.* (1 x 2)(2)

3.4 Discuss TWO ways in which inappropriate social media posts could have detrimental consequences for jobseekers.

Marks should be awarded as follows:

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

Possible responses could include:

- Inappropriate comments/posts can create an impression of unprofessionalism, (✓) deterring potential employers. (✓)
- In some industries online reputation can impact career advancement (✓) and professional growth as a result of unprofessional online behavior. (✓)
- Can disqualify candidates from job opportunities (✓) as sharing inappropriate content may suggest immaturity. (✓)
- Prospective employers may question trustworthiness (✓) if online presence contradicts professional persona. (✓)
- Employers may question decision-making skills, (✓) sharing inappropriate content may indicate poor decision-making skills. (✓)
- *Any other relevant answer for TWO marks each.* (2 x 2)(4)

3.5. Assess TWO factors that may be emotionally challenging for job seekers.

Marks should be awarded as follows:

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

Possible responses could include:

- Job seekers may face numerous rejections, (✓) whether it through automated emails, being ghosted by employers or receiving negative feedback after interviews. This may feel like a personal attack leading to feeling of inadequacy and self-doubt. (✓)
- The future during a job search is often unknown, (✓) creating a sense of instability and anxiety, your future can feel overwhelming and creates panic. (✓)
- Job seekers may face immense pressure (✓) which can significantly contribute to emotional stress. (✓)
- Job seekers may suffer from anxiety and stress, stemming from uncertainty of finding employment, financial strain and the pressure to secure a job quickly.
- The long-term job searching may lead to burnout, a sense of hopelessness and even depression. When results come slowly or unclearly and efforts don't immediately bear fruits, motivation can wane.
- *Any other relevant answer for TWO marks each.* (2x2)(4)

3.6. How could having a health relationship with one's family help an unemployed youth? In EACH answer, also indicate how it could help one manage their stress.

Marks should be awarded as follows:

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

Possible responses could include:

- Healthy relationships provide essentials support, (✓) which can take various forms including emotional, informational and instrumental aid (✓) which can prevent more severe consequences like depression. (✓)
- Family can provide valuable networking opportunities; (✓) they can assist with job searching activities such as printing CVs (✓) which can help with financial stress. (✓)

- Help reduce feelings of isolation (✓) which is a common experiences during unemployment and this may help them open up and discuss sensitive topics (✓) which can lead to sense of belonging. (✓)
- The emotional reassurance from family (✓) can boost self-esteem and motivation, (✓) which are essential for navigating the challenges of job searching. (✓)
- Family members can encourage healthy coping mechanism, (✓) such as engaging in recreational activities, (✓) maintaining a routine or seeking professional help if needed. (✓)
- The sense of belonging and unconditional love derived from strong family bonds(✓) can act as a buffer against psychological toll of unemployment, (✓) fostering resilience and positive outlook(✓)
- *Any other relevant answer for THREE marks each.*

(2x3)(6)

[20]

ACTIVITY 4

4.1 Define the term work-ethics.

Marks should be awarded as follows:

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

Definition:

- Refers to a person's core set of values, attitudes and beliefs (✓) regarding hard work, responsibility, reliability and the intrinsic value of doing a job well. (✓)
- Refers to the moral principles and values that guide an individual's behaviour (✓) and decision making in the workplace(✓)
- Refers to rules of behaviour (✓) in the workplace(✓)
- *Any other relevant answer for TWO marks.*

(1x 2)(2)

4.2 Describe how newly appointed employees could use their work ethics to develop professionally.

Marks should be awarded as follows:

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

Newly appointed employees could...

- Demonstrate strong work ethics(✓) by being punctual and reliable(✓)
- Volunteer for tasks, seek out new challenges (✓) and demonstrate willingness to learn. (✓)
- Take ownership of mistakes, learn from failures (✓) and make amends when necessary. (✓)
- Participate in workshop and online courses to enhance skills and knowledge. (✓)
- Develop strong verbal and written communication skills (✓) to build trust and collaboration. (✓)
- Be a team player, collaborate with others, (✓) share knowledge and support colleagues. (✓)
- *Any other relevant answer for TWO marks.* (1 x 2)(2)

4.3 Why is researching about the company important before an interview.

Marks should be awarded as follows:

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

Possible responses could include:

- Researching about the company demonstrate your genuine interest (✓) in the organization and the role. (✓)
- It highlights your enthusiasm (✓) for the company's mission, values and product or service. (✓)
- Researching about the company help you answer questions about the company.
- It helps you understand the company culture, (✓) it helps you feel familiar with an organization. (✓)

- Being prepared with information about the company can help reduce your anxiety (✓) and make you feel more confident in your ability to answer questions. (✓)

- *Any other relevant answer for TWO marks.* (1 x 2)(2)

4.4 Discuss TWO ways in which you as a young employee could ensure productivity in the workplace.

Marks should be awarded as follows:

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

You could...

Manage time effectively(✓) by...

- Focusing on high priority tasks and break them down into manageable chunks(✓)
- Plan out your day and stick to the schedule. (✓)
- Focus on task at a time to ensure quality and efficiency. (✓)

Minimize distractions(✓) by...

- Avoiding excessive social media use during work hours.

Communicate effectively(✓) by...

- Seeking feedback from colleagues and supervisors to improve performance. (✓)
- Ask questions when unsure about the task or project. (✓)
- Attend training sessions, workshops or conference (✓) to develop new skills. (✓)
- *Any other relevant answer for TWO marks each.* (2 x 2)(4)

4.5 Discuss TWO ways in which work could give meaning to life.

Marks should be awarded as follows:

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

Work could give meaning to life by...



- Giving one a professional identity and validation, (✓) mastery and recognition in one's role reinforce self-esteem and competence. (✓)
- It fosters growth and self-actualization (✓) which leads one to overcome challenges, build expertise and personal evaluation. (✓)
- Work can provide a sense of purpose (✓) by allowing individuals to contribute to the society in a positive way. (✓)
- Work can provide opportunity to build meaningful relationships with colleagues and clients(✓)
- Work can provide opportunities for networking and collaboration (✓) leading to new connections and opportunities(✓)
- *Any other relevant answer for TWO marks each.* (2 x 2)(4)

4.6 Assess TWO advantages of teamwork in the workplace. In each answer, also indicate the benefits for a young worker.



Marks should be awarded as follows:

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

Possible responses could include:

- Teamwork promotes open communication, (✓) helping to prevent misunderstanding and ensure everyone is on the same page (✓) which can help young workers develop soft skills. (✓)
- Teamwork increase productivity (✓) as individuals work together towards a common goal, they can divide tasks, share workload and achieve more than they could alone (✓) which can help young workers build confidence in their abilities. (✓)
- Enhance problem-solving (✓) may help identify and addresses challenges more effectively (✓) which may help young workers master problem-solving strategies. (✓)
- Working in a team provides emotional support, motivation (✓) and encouragement helping individual stay engaged and focused (✓) which can help young workers to develop adaptability. (✓)

- *Any other relevant answer for THREE marks each.* (2 x 3)(6)

[20]

ACTIVITY 5

5.1 State TWO human factors that may contribute to ill-health and accidents in a community.

Marks should be awarded as follows:

ONE mark (✓) for each well-explained response.

Possible responses could include...

- Poor hygiene that lead to the spread of infectious diseases. (✓)
- Substance abuse such as alcohol and drug use that impair judgment and increase accident risk. (✓)
- Negligence or carelessness in following safety rules at work or home. (✓)
- Stress and mental health issues that affect decision-making and physical wellbeing. (✓)
- Unsafe sexual behaviour leading to sexually transmitted infections (STIs) and related health problems. (✓)
- Cultural or religious practices that discourage seeking medical treatment or using protective measures. (✓)
- *Any other relevant answer for ONE mark each.* (2x1)(2)

5.2 Describe the role of a Life Orientation teacher in supporting learners facing sexual health challenge.

Marks should be awarded as follows:

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

Possible responses could include:

- Providing accurate information (✓) about sexual health, including prevention of STIs and pregnancy. (✓)

- Creating a safe and non-judgmental environment (✓) where learners feel comfortable discussing sensitive issues. (✓)
- Referring learners to appropriate health services, (✓) such as clinics for testing and counselling. (✓)
- Encouraging responsible decision-making (✓) and promoting safe sexual practices among learners. (✓)
- Supporting learners emotionally (✓) by offering counselling or connecting them with peer support groups. (✓)
- Raising awareness(✓) through organizing talks, workshops, and campaigns on sexual health topics.(✓)
- *Any other relevant answer for TWO marks* (1x2)(2)

5.3 Explain how peer support programmes can help learners recover from risky sexual experiences and build self-esteem.

Marks should be awarded as follows:

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

Peer support programmes could...

- Provide emotional support (✓) by allowing learners to share their experiences in a safe, understanding environment. (✓)
- Reduce feelings of isolation (✓) by connecting learners with others facing similar challenges. (✓)
- Offer practical advice and information (✓) about safe sexual practices and health services. (✓)
- Encourage positive behaviour change (✓) through role modelling and peer encouragement. (✓)
- Help rebuild self-confidence (✓) by celebrating progress and personal strengths. (✓)
- Create a sense of belonging and acceptance, (✓) which can improve mental and emotional wellbeing. (✓)
- *Any other relevant answer for TWO marks.* (1x2)(2)

5.4 Discuss the impact of unsafe sexual behaviour on the spread of sexually transmitted infections (STIs), including HIV and AIDS.

Marks should be awarded as follows:

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

Possible responses could include:

- **Increases the risk of contracting STIs (✓)** by exposing individuals to infected bodily fluids without protection. (✓)
- **Facilitates rapid transmission** of infections (✓) within sexual networks and communities. (✓)
- **Leads to long-term health complications (✓)** such as infertility, organ damage, and chronic illness. (✓)
- **Contributes to higher HIV infection rates,** (✓) especially when multiple partners are involved. (✓)
- **Increases the likelihood of co-infections,** (✓) making treatment more complex and less effective. (✓)
- **Places unborn babies at risk (✓)** of mother-to-child transmission during pregnancy or childbirth. (✓)
- **Causes social stigma and discrimination (✓)** towards affected individuals, impacting mental health. (✓)
- **Strains healthcare resources(✓)** due to increased demand for testing, treatment, and counselling services.(✓)
- *Any other relevant answer for TWO marks each.* (2x)(4)

5.5 Assess the impact of early access to sexual health education on a learner's ability to make safe and informed choices.

Marks should be awarded as follows:

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

The impact may be to...

- **increase awareness of risks associated with unsafe sexual behaviour**
as early education helps learners understand how certain actions, like unprotected sex, can lead to negative consequences such as STIs and unintended pregnancies, (✓) making them more cautious. (✓)
- **promote understanding of the importance of using protection to prevent STIs and pregnancy** (✓) and why consistent use is vital for reducing health risks. (✓)
- **empower learners to communicate openly and confidently about sexual health matters** (✓) which improves mutual respect and safety. (✓)
- **reduces misconceptions and myths related to sexuality and contraception** (✓)
by providing factual information, education dispels harmful beliefs that lead to risky behaviour. (✓)
- **encourage responsible decision-making regarding relationships and sexual activity**(✓) since learners gain skills to evaluate readiness for sexual activity, peer influence, and potential consequences, supporting thoughtful choices. (✓)
- **improve access to information about testing, counselling, and healthcare services**, (✓) enabling timely testing and treatment. (✓)
- **build self-esteem and confidence, helping learners resist peer pressure** (✓) empowering them to say no to unsafe or unwanted sexual encounters(✓)
- **lower rates of teenage pregnancies and STIs through informed behaviour**
(✓) reducing the prevalence of infections and unplanned pregnancies (✓) among teenagers
- *Any other relevant answer for TWO marks each.* (2X2)(4)

5.6 Recommend two realistic intervention strategies that community health services could implement to reduce risky sexual behaviour among teenagers. In EACH answer, justify how it would contribute to informed decision-making and the prevention of sexually transmitted infections.

Marks should be awarded as follows:

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

Possible responses could include:

- Implementing community-based sexual health education workshops (✓) that provide accurate information and debunk myths, (✓) so teenagers are empowered to make safer choices and negotiate protection. (✓)
- Including peer educators in these programs (✓) because they create relatable role models and reduce stigma, (✓) which encourages open discussion and informed behavior among teens. (✓)
- Establishing youth-friendly clinics offering free, confidential STI testing and counselling, (✓) as this removes barriers and supports early treatment (✓) to reduce infection rates. (✓)
- Providing professional counselling at these clinics (✓) to address emotional issues and help teenagers make informed, responsible decisions (✓) regarding their sexual health. (✓)
- Deploying mobile clinics to visit schools and community centers regularly, (✓) thereby increasing accessibility and normalizing sexual health services (✓) to reduce fear and stigma. (✓)
- Distributing condoms and educational materials (✓) through outreach clinics, (✓) which directly promotes prevention and encourages safer sexual practices among young people. (✓)
- Ensuring confidentiality and respectful treatment in all youth health services (✓) because this builds trust, (✓) making teens more likely to seek help and advice when needed. (✓)
- Encouraging on-going engagement with sexual health services (✓) through regular visits and peer support, (✓) so teenagers maintain healthy behaviours and reduce risky sexual encounters. (✓)
- *Any other relevant answer for THREE marks each.*

(2X3)(6)

[20]

SECTION C

ACTIVITY 6

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

Briefly state FOUR reasons for redress in the workplace

Marks should be allocated as follows:

ONE mark (✓) for each response

Possible responses could include:

- Protection from unfair treatment based on race, gender, age, religion, disability, or other characteristics. (✓)
- Addressing hostile work environments, sexual harassment, or psychological abuse. (✓)
- Challenging wrongful termination without just cause or due process. (✓)
- Resolving unpaid wages, overtime violations, or unequal pay. (✓)
- Enforcing employment terms, benefits, or promised conditions. (✓)
- Reporting unsafe working conditions or employer negligence. (✓)
- Protecting employees who expose illegal or unethical practices. (✓)
- Addressing unfair promotion denials, training access, or career growth barriers. (✓)
- *Any other relevant answer for ONE mark each.* (4 x 1)(4)

Discuss in detail TWO ways in which employment equity policies aim to eliminate barriers to equal opportunity in the workplace.

Marks should be awarded as follows:

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

***NOTE TO THE TEACHER: To be awarded the full FOUR marks, learners must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

Possible responses could include:

- Employment equity policies promote affirmative action. (✓), which involves actively recruiting and promoting previously disadvantaged groups. (✓) It qualifies as a corrective measure to address past discrimination. (✓) thereby leading to diversity and a representative workplace/improving fairness. (✓)
- Employment equity requires employers to provide skills training for disadvantaged employees (✓) as training prepares employees for promotion and better roles (✓) and this may remove barriers caused by lack of education/experience (✓) thereby empowering a longer-term career growth for marginalized groups. (✓)
- Companies must monitor workforce demographics and report progress regularly (✓) and this creates accountability and transparency (✓) which may qualify as a mechanism to identify and address discriminatory practices (✓) thereby improving trust and encourages continuous improvement toward equity goals. (✓)
- Employment equity ensures equal pay regardless of race, gender, or background, (✓) it supports fairness and motivates employee performance (✓) and this may combat wage disparities that arose from historical inequalities (✓) thereby fostering economic justice and reduces poverty among disadvantaged groups. (✓)
- *Any other relevant answer for FOUR marks each.*

(2 X 4)(8)

Examine TWO challenges that still prevent full implementation of employment equity in modern workplaces.

Marks should be awarded as follows:

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

***NOTE TO THE TEACHER:**

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

Possible responses could include:

- Some employers resist employment equity measures (✓) and this resistance may stem from fear of losing control or perceived reverse discrimination (✓) and this could delay policy implementation (✓) Thereby hindering fairness and reduces workplace morale. (✓)
- Some previously disadvantaged individuals lack required qualifications, (✓) due to unequal education opportunities. (✓) which makes it difficult to fill certain skilled positions immediately (✓) slowing progress toward equity goals without investment in training. (✓)
- Some organizations do not rigorously monitor compliance. (✓) Enforcement of employment equity laws are sometimes weak. (✓) This allows discriminatory practices to continue unnoticed. (✓) As a result, workplace inequality persists. (✓)
- Some employers implement superficial equity measures (✓) by appointing minorities only to meet quotas without real power, (✓) Tokenism undermines genuine empowerment and inclusion. (✓) which damages trust and fails to address structural barriers. (✓)
- *Any other relevant answer for FOUR marks each.* (2x 4) (8)

ACTIVITY 7

NOTE TO TEACHER:

In this question, learner's answer 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

State FOUR habits that could possibly contribute to lifestyle diseases

Marks should be allocated as follows:

- ONE mark (✓) for each response

Possible responses could include:

- High intake of processed foods, sugar, salt, and unhealthy fats. (✓)
- Lack of regular exercise or sedentary lifestyle (e.g., sitting for long periods) (✓)
- Use of tobacco products, which increases the risk of heart disease, cancer, and respiratory issues. (✓)
- Regular or binge drinking can lead to liver disease, cancer, and high blood pressure. (✓)
- Long-term stress without effective coping can contribute to hypertension and heart problems. (✓)
- Poor sleep habits or insufficient sleep can lead to obesity, diabetes, and cardiovascular diseases. (✓)
- Use of recreational or illegal drugs negatively affects major organs and overall health. (✓)
- Failing to detect and manage early signs of diseases like diabetes, high blood pressure, or cholesterol. (✓)
- Overeating or emotional eating. (✓)
- *Any other relevant answer for ONE marks each.* (4 x 1) (4)

Discuss in detail the impact of socioeconomic factors on an individual's ability to maintain a healthy lifestyle.

Marks should be awarded as follows:

FOUR marks (✓✓✓✓) for a well-explained response

***NOTE TO THE TEACHER:**

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

Possible responses could include:

- Income plays a pivotal role in shaping health behaviors and outcomes (✓) as individuals with higher incomes generally have greater access to resources that support healthy living. (✓) making them to afford nutritious food, safe housing, and access to quality healthcare, (✓) which leads to preventive services and treatments. (✓)
- Education is critical socioeconomic determinant of health, (✓) Higher levels of education are associated with increased health literacy, (✓) it includes the ability to understand and use health information (✓) which leads to making informed decisions and navigate the healthcare system effectively. (✓)
- Access to quality healthcare is essential for preventing and managing lifestyle diseases, (✓) this includes access to primary care physicians, specialists, preventive services, and medications. (✓) which makes Individuals with limited access to healthcare delay seeking medical attention, (✓) leading to the progression of diseases and poorer health outcomes (✓)
- Cultural beliefs and peer influences can shape attitudes toward health, (✓) in some communities, healthy eating or exercising may not be prioritized or may even be stigmatized. (✓) of which without encouragement or role models,

individuals may find it harder to adopt or maintain healthy habits. (✓) resulting to sedentary lifestyle. (✓)

- Jobs that are physically demanding/ sedentary office job with long hours may lead to fatigue can limit movement, (✓) discouraging additional physical activity, (✓) contributing to poor health through overexertion/ inactivity (✓) which could lead to obesity/ stress-related illnesses. (✓)

- *Any other relevant answer for FOUR marks each.* (2 X 4)(8)

Recommend two strategies on how the provincial government could assist citizens to participate in long term engagement in physical activities. In EACH answer, also indicate how this could help to prevent lifestyle diseases.

Marks should be awarded as follows:

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

***NOTE TO THE TEACHER:**

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

The government could:

- Promote urban planning that prioritizes walkability, (✓) this involves creating pedestrian-friendly streets, bike lanes, and public transportation options. (✓) which makes it easier for citizens to incorporate physical activity into their daily routines (✓) leading to an improved physical fitness, reducing stress, and enhancing mental well-being, (✓)
- Invest in creating and maintaining accessible public spaces that encourage physical activity, (✓) this includes parks, trails, and recreational facilities. (✓) which promotes regular physical activity, which is crucial for maintaining a healthy weight, improving cardiovascular health, (✓) leading to prevention of lifestyle diseases. (✓)

- Implement comprehensive public awareness campaigns and educational programmes, (✓) such initiatives can empower citizens with the knowledge and motivation to make informed choices about their health. (✓) increasing health literacy, individuals are more likely to adopt and sustain active lifestyles, (✓) which directly combats the sedentary behaviors(✓)
- Launch media campaigns (✓) that will highlight the benefits of physical activity and how to incorporate it into daily life. (✓) this will educate citizens on the link between inactivity and diseases (✓) which can lead to motivation for behavior change. (✓)
- *Any other relevant answer for FOUR marks each.*

(2 X 4)(8)

[20]

