



**education**  
**MPUMALANGA PROVINCE**  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**LIFE ORIENTATION  
SOURCE-BASED TASK  
2026**

<b>Date of issue</b>	30 January 2026
<b>Date of submission</b>	27 February 2026
<b>Duration</b>	4 weeks
<b>MARKS</b>	90
<b>Number of pages</b>	16 including the cover page

## DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

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<b>NAME</b>	
<b>SCHOOL</b>	
<b>CENTRE NUMBER</b>	
<b>DISTRICT</b>	

### Declaration by the Teacher:

I declare that all the work done in this learner collection of evidence is the sole work of this learner.

Signed: \_\_\_\_\_



Date: \_\_\_\_\_

### Declaration by the Learner:

I declare that all the work done in this collection of evidence is my own work.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

*Attach the completed declaration form on top of your submission*

<b>SUBJECT:</b>	LIFE ORIENTATION
<b>GRADE:</b>	12
<b>MARKS:</b>	90
<b>TOPICS:</b>	Development of the Self in Society (DSS)  Study skills (SS)  Careers and Career Choices (CCC)
<b>SUBTOPICS / CONTENT AREAS:</b>	<p><b>Development of the Self in Society</b></p> <ul style="list-style-type: none"> <li>• Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choices: Stressors, change and quality of life:</li> <li>• Identify and define stress, and stressors: Physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure), Assess levels of stress:             <ul style="list-style-type: none"> <li>- Signs and symptoms of stress, positive and negative stress</li> </ul> </li> <li>• Evaluate own ability to prevent stress</li> <li>• Stress management: Coping mechanisms and/or management techniques, develop and implement own strategy</li> <li>• Relationships and examination writing skills</li> <li>• Conflict management</li> </ul> <p><b>Careers and Career Choices</b></p> <ul style="list-style-type: none"> <li>• Unemployment and reasons for unemployment.</li> <li>• Work settings</li> <li>• Corruption and unemployment.</li> <li>• Entrepreneurship</li> </ul>
<b>PURPOSE:</b>	<p>The Source Based Task (SBT) seeks to sensitize/alert grade 12 learners about the impact of an inability to manage stress and how that may negatively affect their quality of life and their quest to pursue career goals.</p> <p>Additionally, it will enable learners to develop a better understanding of how unemployment may affect them. Knowing that will enable them to develop effective strategies to deal with the problem. Lastly, they will interrogate entrepreneurship as an increasingly attractive mechanism to confront unemployment.</p>
<b>FORM OF ASSESSMENT:</b>	<b>Source-Based Task (SBT)</b>

### INSTRUCTION TO THE LEARNER:

- Learners will spend quality time outside of class-contact time to collect needed resources for the completion of the task.
- The learners will be guided on the type and nature of material required to complete the task. Therefore, learners will collect the needed resources to class, and the teacher will help them understand the content thereof, in keeping with the questions in each section of the Source-based task.
- Learners will digest the collected material with an aim of grasping its content to effectively respond to application-based questions, among others. The aim, therefore, is to solve real life challenges based on the content in the LO, **2026 ATP**.
- Learners will be guided and monitored throughout the process by the teacher.
- Learners must answer question in accordance with the guidelines provided in the **2021 Examination guidelines**, taking into account action words and allocated marks.
- Each completed section must be submitted before the next section could be done.
- No learner may continue with the next section, if the first section has not yet been concluded.
- Even if learners may have worked in groups, only individual learner's attempt will be credited. Therefore, the product will not be a groups' invention. The task requires learners to display their individual attempt to solve the problems, in keeping with the questions and content treated in the task.
- Each activity treats content in an integrated manner. Therefore, learners could only complete the activities in this task after the content relating to it has been taught. Clearly, the task could only be done after the content has been treated in class.

### INSTRUCTION TO THE TEACHER

- The teacher will administer the task after the content relating to it has been taught.
- The teacher will ensure that the task is implemented within the set time frame.
- The teacher will explain the assessment process and the criteria in detail.
- The teacher will not give answers to the learners; however, discussions of the related topics/content that must be done; in this way, the teacher will not directly or indirectly answer the questions on behalf of the learners.
- The teacher will indicate if a learner is ready to continue with the next activity.
- The teacher will use the **2021 Examination guidelines** to illustrate how answers could be presented to different questions, in keeping with both the action words and allocated marks.
- However, answering the questions must be preceded by thorough reading of the text, application of the 21<sup>st</sup> and the 4<sup>th</sup> / 5<sup>th</sup> industrial revolution skills to collect needed information, read related content from text books and online sources, work in groups/teams to brainstorm the relevance of collected and provided answers, to independently provide answers to the questions.

**TECHNICAL CONSIDERATIONS FOR COMPLETION OF THE TASK**

- In this task you will be required to complete TWO activities.
- You may use all available, reliable and authentic sources including your textbooks, including the “**at the cross roads material**”, internet sources, baseline assessment activities, the concept document, knowledge gained from class activities etc. to complete the task.
- Learners must not present answers derived from internet sources or **Artificial Intelligence Applications (AI-APPs)** as is. These answers must be interpreted and presented according to the needs of the questions. To that effect, learners must present them using their own words and understanding. This will enhance the validity and authenticity of the answers given and ensure that learners do not plagiarise.
- The task should be well-structured by considering the following aspects:
  - A completed cover page with learner and task details.
  - Attach a fully completed and signed declaration form.
  - Correctly number your answers, in keeping with the questions.
  - Each section should be answered on a new page.
  - Write legibly and neatly.
  - Use proper grammar and present meaningful sentences as answers to questions.
  - Proof-read your work before submission.
  - Consider the mark allocation, which informs the extent of the required answer (s).
  - Sequence and number all your pages.
  - The task must be bound / stapled.

**Summary of cognitive and difficulty levels in the assessment task:**

<b>Weighting (Expected)</b>	<b>Weighting (Actual)</b>	<b>Cognitive level</b>	<b>Bloom’s taxonomy</b>
30% (27 marks)	27 marks	Lower Order	Level 1&2
40% (36 marks)	36 marks	Middle Order	Level 3&4
30% (27 marks)	27 marks	Higher Order	Level 5&6

## ACTIVITY 1: STRESS, QUALITY OF LIFE AND CAREER PROSPECTS

Read the extract below and follow the completion instruction to answer the questions

### The emotional turmoil of being a grade 12 learner

*Stress, conflict resolution, relationships and examination writing skills*

High school can be a high-pressure time in life and Grade 12 learners must learn effective stress management early, to cope with the high academic demands of this grade. Grade 12 learners with poor stress management techniques give up in the face of high rates of stress, typical of the exit grade. Most often feel overwhelmed by the demands placed on them, whether it is about preparing for exams, deciding on their future career paths, or balancing their social lives with academic priorities. Our reasons may vary, but everyone experiences stress, at some point in their lives due to the various roles we are expected to play as we <sup>1</sup>navigate life challenges. It is even worse for grade 12 learners who may not have acquired the basic understanding of key concepts related to the content in the different subjects in previous grades. Certain life changing decisions shall have to be made in order for them to cope with the <sup>2</sup>ever-challenging circumstances of being in grade 12.

Realistically, getting through high school happy and whole can feel challenging at times, but important for maintenance of a sound state of mind. Given the <sup>3</sup>context of grade 12, there are numerous social and environmental stressors that may affect learners in this grade, in addition to the <sup>4</sup>academic demands of the different subjects. Without effective stress management techniques, most learners may not make it by the end of the academic year. Some may even suffer from depression with the consequence that they may eventually be hospitalized. If that happens, they miss out of schoolwork. All the same, the academic stress may not take a leave. They may feel even more stressed because of the <sup>5</sup>pile up of academic work that they would be expected to do. This <sup>6</sup>ordeal does not spare anyone, as even academically gifted may go through it. Therefore, grade 12 learners must learn effective ways of dealing with stress and to acknowledge its negative impact on their general wellbeing.

It is worth noting that the challenge does not end when learners sit for the end of the year examination; but big life changes, such as transitioning from high school to university or getting a first job, can add to the stress. Change is not always negative, as it may enable you to confront your weaknesses; thus, opening doors for your personal growth. Therefore, managing the stress related to transition from grade 12 to the world of work may require strong coping skills and application of effective stress management techniques.

Interestingly, not all stress may be <sup>7</sup>detrimental to a person; for example, there are positive benefits of going through healthy levels of stress or manageable levels of stress. Thus, healthy levels of stress may encourage you in different ways and that depends on the triggers at that point in time. Triggers of stress may be known but their strength depends, amongst other things, on our views or life view, attitudes, beliefs, social relationships and early life experiences.

According to Sakshi Khurana "...some of the common triggers of stress in teens might be pressure to perform well in exams, getting into a good university, peer pressure, interpersonal relationships, or body image issues." Therefore, peers may play an important role in either causing stress or helping you deal with it. On the other hand, factors such as conflict, particularly, intrapersonal and interpersonal conflict may either worsen or help you deal with stressors.

It was further argued that the ability to sustain positive social relationships may enable school going youths to enhance their emotional wellbeing. In other words, positive relationships have a potential to <sup>8</sup>nurture positive feelings. It all depends on personal lifestyle choices.

In <sup>9</sup>nutshell, life is about making choices. Mostly, interpersonal conflict or intrapersonal conflict etc. have a potential to intensify stress, including the application of examination writing skills. Therefore, establishing sustaining

personal and social relationships may assist by minimizing the negative effects of stress.

**Glossary:**

<sup>1</sup>**navigate** - To find your way through or manage a situation, environment, or system successfully. It can refer to physical movement (like navigating a road) or figurative situations (like navigating challenges).

<sup>2</sup>**ever-challenging** - Something that is continuously difficult or demanding, requiring constant effort and adaptation.

<sup>3</sup>**context** - The circumstances, background, or setting in which something exists or occurs, which helps explain its meaning or relevance.

<sup>4</sup>**academic demands** - The requirements, tasks, and expectations placed on students in an educational setting, such as assignments, exams, projects, and deadlines.

<sup>5</sup>**pile up** - To accumulate or increase in quantity, often creating a burden or overwhelming situation (e.g., work or tasks piling up).

<sup>6</sup>**ordeal** - A difficult, painful, or challenging experience that tests endurance or patience.

<sup>7</sup>**detrimental** - Causing harm, damage, or a negative effect to something or someone.

<sup>8</sup>**nurture** - To care for, support, and encourage growth or development, whether of a person, idea, or skill

<sup>9</sup>**nutshell** - A brief summary or a concise explanation of something (e.g., “in a nutshell” means “in short”).

Adapted from <https://www.tmcounselling.co.za>. Accessed on the 08<sup>th</sup> January 2026

**Completion instructions:**

The above extract illustrates the challenges of an inability to develop and implement appropriate stress management techniques to young people in South Africa, especially grade 12s. It further gives a brief outline of the how relationships and poor conflict management techniques may worsen stress to grade 12 learners. This is a common problem affecting young most young people in South Africa. Having digested the problem in the extract, you are expected to apply 21<sup>st</sup> century and the 4<sup>th</sup> / 5<sup>th</sup> Industrial revolution skills to interpret, probe and recommend suggestions to the outlined challenges by answering the following questions.

- 1.1 Define the term *stress management* as an important skill that grade 12 learners should have to effectively go through the challenges of this exit grade. (1x2) (2)
- 1.2 State FOUR reasons why Grade 12 learners may feel overwhelmed balancing their social lives and academic priorities. (4X1) (4)
- 1.3 Differentiate between social and environmental factors that may cause stress to grade 12 learners as they transition from grade 11. (2x2) (4)
- 1.4 Describe how the inability to effectively deal with stress may impact the efforts of grade 12s to do well in schoolwork. (1x2) (2)
- 1.5 Explain how manageable levels of stress may be beneficial to grade 12 learners who are expected to pass all the designated subjects. (3x2) (6)
- 1.6 Discuss how, you as a grade 12 learner, could assist your peers prepare for the stress they may face during an examination session. (4x2) (8)
- 1.7 Analyse ways in which intrapersonal conflict could negatively impact the ability of grade 12 learners to effectively complete assessment activities. (2x2) (4)
- 1.8 Critically discuss ways in which the ability to sustain positive relationships with peers may enhance the emotional wellbeing of a grade 12 learners (2x4) (8)

1.9 Evaluate the impact of social relationships on the ability of grade 12 learners to succeed in their school work. (1x4) (4)

1.10 Recommend one way in which grade 12 learners may successfully make healthy personal life style choices to lower their risks of becoming stressed with schoolwork. In your answer, also indicate how that may ensure consistent academic success. (1x3) (3)

**45**

**Sub-total:**



## ACTIVITY 2: THE CHALLENGES OF YOUTH UNEMPLOYMENT IN SOUTH AFRICA AND WHAT ROLE COULD THE YOUTH PLAY IN DEALING WITH IT

Read the extract below and follow the completion instructions to answer the questions.

### Youth Unemployment in South Africa: A Time for Action

*Unemployment, entrepreneurship, fraud and corruption*

Youth unemployment crisis in South Africa is a pressing issue that requires urgent action. Despite some improvements in youth employment figures, nearly half of South Africa's youth remain unemployed, which is primarily unacceptable. The country's youth unemployment rate is around 46.1%, with the <sup>1</sup>expanded rate of unemployment among those aged 18–34 being alarming. According to <sup>2</sup>Statistics South Africa (Stat SA), the youth unemployment rate over time for youth in the interval of 15–24 years, was as follows:

- 2020–2021 **64.65 %** (annual average)
- 2022 **61.12 %** (annual average)
- 2023 **59.72 %** (annual average)
- 2024 **60.89 %** (annual average)
- 2025 **58.5%** (Q3) — latest quarterly figure

This is a sad reality as the dreams of these young people are shattered, as they will have nowhere to go.

Therefore, there is a need for <sup>3</sup>systemic interventions, especially because half of South Africa's youth are unable to find work, and the **Not in Employment, Education, or Training (NEET)** rate is rising. The Deputy President has called for innovative solutions to break the cycle of unemployment and <sup>4</sup>safeguard the nation's future. The <sup>5</sup>National Youth Development Agency (NYDA) and the Human Resource Development Council (HRDC) have outlined measures to cut youth unemployment by 10–20% by 2030. Based on this, there are numerous initiatives that both the public and private sectors could do to alleviate youth employment levels in South Africa.

Amidst the ongoing high rates of unemployment, most South African youths still consider university education as the only option to ensure their employability in different sectors of the economy. This is still done even though a growing number of graduates remain unemployed. Usually, young people go to universities to broaden their opportunities for employment; however, if those who achieved highest levels of education cannot find jobs, something drastic must be done.

Based on data collected through random interviews of university students, most young people in some selected universities of South Africa indicated unwillingness to consider entrepreneurship as an alternative form of employment, instead they preferred to look for jobs that others have created. Very few of them indicated willingness to try entrepreneurship. However, even those who showed interest, could not distinguish between the different types of entrepreneurships, locally and globally. They spoke about traditional or old types of entrepreneurships, meaning they lacked <sup>6</sup>versatility. They did not talk about social, innovative, cultural, imitative, hustler, research, cultural, opportunistic, social media and buyer entrepreneurship. <sup>7</sup>Ironically, there is a growing trend of e-business entrepreneurs locally and globally and there has been a recorded high success rate in such business ventures. This is precisely because most people prefer to do business online and young people find this type of entrepreneurship attractive.

Therefore, for more youths to be encouraged into entrepreneurships, young entrepreneurs should, amongst other things, motivate them. Motivation is important as it may change their mindset. To be a bystander while others are doing business may not help young people get exposure to entrepreneurship, meaning they need to seize the opportunity as it comes their way. In seizing the opportunity, young people should be cautious as there are many factors that could break or make an entrepreneur. Failure to do so, they may even fail to meet their tax obligations due to a lack of knowledge on how tax works and why entrepreneurs should also pay tax.

Interestingly, young people may be able to find niches in the already saturated market and make a success of it, but fail to meet their tax obligations, resulting in

failed businesses. Therefore, it is not only about being <sup>8</sup>shrewd in opening or running a business, but your knowledge of tax and other business obligations matters.

**Glossary:**

<sup>1</sup>**expanded rate of unemployment**– It is also called a broad unemployment rate and is a measure used by Statistics South Africa (Stats SA) to capture unemployment more comprehensively than the official rate.

<sup>2</sup>**Statistics South Africa** - Is the official national statistics agency of South Africa responsible for collecting, producing, and disseminating statistical information to support planning, policy-making, and decision-making in the country.

<sup>3</sup>**systemic interventions** - refer to strategies or actions designed to address problems at their root cause by changing the underlying systems, structures, and processes rather than just treating symptoms.

<sup>4</sup>**safeguard** – is a measure taken to protect someone or something from harm, risk, or undesirable outcomes.

<sup>5</sup>**National Youth Development Agency**- refers to a South African government-established agency focused on empowering and developing the nation's youth.

<sup>6</sup>**versatility** - means the ability to adapt, be knowledgeable or be useful in many different situations, tasks, or functions.

<sup>7</sup>**Ironically** - expresses a situation that is unexpected or contradictory

<sup>8</sup>**shrewd** - means having sharp judgment and practical intelligence, especially in matters of business or decision-making. It often implies being clever, astute, and able to assess situations accurately for advantage.

Adapted from <https://www.bing.com>. Accessed on the 10 January 2026

**Completion instructions:**

The above extract illustrates the challenges of unemployment and how it affects young people in South Africa. It further gives a brief outline of the benefits and challenges of entrepreneurship, particularly to young entrepreneurs and those willing to venture into this world for creation of wealth and making a living. Having digested the content of the extract, you are expected to apply 21<sup>st</sup> century and the 4<sup>th</sup> / 5<sup>th</sup> Industrial revolution skills to interpret, probe and recommend suggestions to the outlined challenges by answering the following questions.

- 2.1 Define the term *unemployment* as a problem that young people continue to face in South Africa. (1x2) (2)
- 2.2 State FIVE reasons for youth unemployment in South Africa. (5x1) (5)
- 2.3 Differentiate between *social entrepreneurship* and *cultural entrepreneurship* as options that young entrepreneurs may consider. (2x2) (4)
- 2.4 Describe the benefits of e-business for young people in this era of continued technological advancement. (2x2) (4)
- 2.5 Explain how corruption in the public sector could impact attempts by young people to succeed in business. (3x2) (6)
- 2.6 Discuss how connecting with young successful entrepreneurs could help young upcoming entrepreneurs succeed in business. (3x2) (6)
- 2.7 Analyse how knowing your tax obligations, as a young entrepreneur, could ensure success in your business. (3x2) (6)
- 2.8 Assess why knowing the manner in which international markets work may benefit you as a local entrepreneur. (2x2) (4)
- 2.9 Critically discuss how young entrepreneurs could successfully find niches in the already saturated market for the success of their businesses. (1x4) (4)
- 2.10 Recommend practical strategies that may be implemented to deal with corruption in the allocation of work by both the public and private sector to young entrepreneurs. In your answer also indicate how that may benefit them. (2x3) (6)

**45**

**Sub-total:**

THE ANALYSIS GRID

QUESTIONS	TOPIC/CONTENT	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
<b>Activity 1</b>				
1.1.	DSS (Stress management)	1	1	2
1.2	DSS (Stress)	1	1	4
1.3	DSS (Stress)	1	2	4
1.4	DSS (Stress)	1	3	2
1.5	DSS (Levels of stress)	2	4	6
1.6	DSS and Study skills (Stress and examination writing skills)	2	5	8
1.7	DSS (Stress and conflict)	2	5	4
1.8	DSS (Stress and relationships)	3	5	8
1.9	DSS (Stress, relationships and study skills)	3	6	4
1.10	DSS (Stress and examination writing skills)	3	6	3
<b>Activity 2</b>				
2.1	CCC (Unemployment)	1	1	2
2.2	CCC (Unemployment)	1	1	5
2.3	CCC (Entrepreneurship)	1	2	4
2.4	CCC (Unemployment and e-business)	1	3	4
2.5	CCC (Unemployment and fraud and corruption)	2	4	6
2.6	CCC (Unemployment and entrepreneurship)	2	5	6
2.7	CCC (Entrepreneurship and tax obligations)	2	5	6
2.8	CCC (Unemployment and entrepreneurship)	3	5	4
2.9	CCC (Unemployment and entrepreneurship)	3	6	4
2.10	CCC (Unemployment and fraud and corruption)	3	6	6
				<b>45</b>

Summary of cognitive levels

Cognitive levels	Expected percentage and marks	Actual percentage and marks	Comments
Low order	30% (27 marks)	30% (27 marks)	<b>Balanced</b>
Mid order	40% (36 marks)	40% (36 marks)	<b>Balanced</b>
High order	30% (27 marks)	30% (27 marks)	<b>Balanced</b>

Due to its nature and the critical thinking, problem solving, creative, collaborative, innovative skills etc. required, Source-based tasks are essentially pitched at higher cognitive level; however, this task adhered to the prescribed cognitive levels, as enjoined by Section 4 of the CAPS and its Abridged version. Lastly, the questions and allocated marks were compliant with the 2021 Examination guidelines, in terms of structure, instructions and contexts. Albeit, this task was largely a problem-solving activity whose intention, inter alia, was to solve real life problems, e.g., grade 12 stress and unemployment.

The marking guidelines assisted in determining the sequencing of the thinking skills in the questions of each activity. Therefore, the thinking skills, arguably, were properly mediated from easy to difficult, under each cognitive level.

**Moses Nsimbini**



Deputy Chief Education Specialist





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**MPUMALANGA PROVINCE**  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
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**GRADE 12** 5tenmorephysics.com

**LIFE ORIENTATION  
SOURCE-BASED TASK: MARKING GUIDELINES (MG)  
2026**

<b>Date of issue</b>	30 January 2026
<b>Date of submission</b>	27 February 2026
<b>Duration</b>	4 weeks
<b>MARKS</b>	90
<b>Number of pages</b>	31 including the cover page

1.1 Define the term *stress management* as an important skill that grade 12 learners should have to effectively go through the challenges of this exit grade.

**Marks should be allocated as follows:**

TWO (✓✓) marks for a well explained response

It refers to ...

- the ability of grade 12 learners to effectively navigate/ work through the required tasks/ complete assessment activities/ collect data for the completion of assessment activities/ process large volumes of work (✓) and being able to succeed despite the pressure related to these expected activities / without being overwhelmed by what one is expected to do/distracted. (✓)
- the skill of being able to identify signs of stress early (✓) so that proactive steps could be taken for you to successfully continue with your school work/ you may implement proactive steps to prevent it standing in your way of completing expected activities. (✓)
- using practical strategies, e.g., deep breathing/time management/positive thinking) (✓) to lower mental/emotional pressure during exams/deadlines/when certain tasks need to be done. (✓)
- keeping emotions under control in difficult situations, (✓) ensuring learners stay calm/focused instead of panicking when doing their school work. (✓)
- adopting healthy habits, e.g., exercise/proper sleep/ relaxation activities (✓) to cope with academic challenges without resorting to harmful behaviours. (✓)



- the ability to balance schoolwork/personal life, and expectations effectively, (✓) helping learners perform well/maintain overall well-being during demanding periods. (✓)

- **Any ONE of the above for ONE mark**

(1x2) (2)

1.2 State FOUR reasons why Grade 12 learners may feel overwhelmed balancing their social lives with academic priorities.

**Marks should be awarded as follows:**

One (✓) mark for a well explained response.

They may ...

- want to spend more time interacting with friends on social media, thereby consuming valuable time for studies/reducing focus in studies. (✓)
- want to do other communal chores, e.g., being engaged in cultural/social/religious/community activities, while being anxious about improving their performance in failed subjects/ improving grades in some subjects. (✓)
- prefer to do pleasurable activities because it may be enthralling them and shy away from that which causes discomfort/problematic school activities. (✓)
- be excelling in certain public activities, e.g., coaching/leading social movements/ taking part in civic activism/ being involved in community work, e.g., NGOs/CBOs etc., resulting in them paying more attention to these activities and allocate less time to school work. (✓)
- feel pressured by their parents/guardians/teachers to give more attention to academic work, whereas their interests may still be in pleasurable/ play activities with friends etc. (✓)



- feel the urge to give limited time to studies because of the value they may have attached to friends/ peers/ pleasurable activities. (✓)

**Some possible responses could include the following:**

- There could be parental/teacher expectations for top performance, while also expecting grade 12 learners to enjoy life with them/ to perform daily chores (playing with siblings/doing homework with siblings etc.) (✓)
- Their friends may encourage them to socialize more for acceptance in certain social groups and that could be done at the expense of study schedules. (✓)
- Sometimes sports/clubs/cultural commitments may always compete with academic demands. (✓)
- **Any FOUR of the above for ONE mark each**

(4X1) (4)

- 1.3 Differentiate between stress and stressors as factors that may affect grade 12 learners as they transition from grade 11.

**Marks should be awarded as follows:**

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

Stress is the ...

- feeling of emotional turmoil experienced by those under extreme internal/external pressure; (✓) whereas, stressors may involve triggering factors responsible for the negative feeling. (✓)
- condition of negative emotional/physical/mental feeling in the face of difficulties; (✓) whereas, stressors are the internal/external factors, e.g., uncertainty/new environment/new subject content/new teachers/peers etc.) that threaten an individual's internal stability/composure. (✓)
- emotional/physical/mental response a person experiences when faced with challenging/demanding situations; (✓) whereas, stressors are the specific



- events/conditions/factors that cause negative feelings/distress. (✓)
- effect/reaction to pressure felt by those getting into unfamiliar environments; (✓) while stressors are the specific conditions/external/internal pressure/forces/triggers of tension. (✓)
- feeling of being extremely/ unbearably overwhelmed/ anxious/fatigued (✓) because of what one faces in the grade 12 class, e.g., upcoming final exams/subjects/tasks/new teachers/ new peers/ academic demands of grade 12/university applications heavy workload/parental expectations/financial difficulties/peer competition. etc. (✓)
- **Any TWO of the above for TWO marks each**

(2x2) (4)

1.4 Describe how the inability to effectively deal with stress may impact the efforts of grade 12s to do well in schoolwork.

**Marks should be allocated as follows:**

TWO (✓✓) for a well explained response.

It may ...

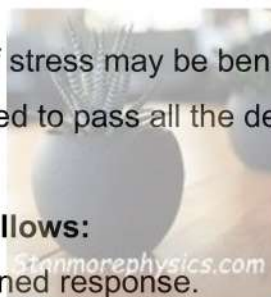
- reduce/ lower focus/ negatively impact concentration/ consume mental energy, (✓) making it harder for grade 12s to pay attention during lessons/while studying/ completing assessment activities/remember learnt content. (✓)
- cause them to procrastinate completion of task/learning activities (✓) resulting in missed deadlines for assignments/tasks/fail to prepare adequately for exams. (✓)
- lead to feelings of hopelessness/burnout (✓) causing learners to lose interest in school work/ stop putting effort in their studies/ give up easily after experiencing minor setbacks. (✓)



- cause headaches/fatigue/sleep problems/insomnia, (✓) thus reducing/ negatively impacting the level at which they may engage in their academic work. (✓)
- cause learners to resort to unhealthy habits (e.g., skipping/ bunking classes/substance use etc.) as coping mechanisms, (✓) thus limiting their time for engagement in learning activities. (✓)
- create a cycle of poor performance (✓) which could severely affect Grade 12 results/future opportunities. (✓)
- **Any ONE of the above for TWO marks**

(1x2) (2)

- 1.5 Explain how manageable levels of stress may be beneficial to grade 12 learners who are expected to pass all the designated subjects.



**Marks should be allocated as follows:**

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

It may ...

- help the brain stay alert/awake, (✓) which could improve concentration/ help learners remember their work better. (✓)
- remind them to focus on studying/ their studies, (✓) enabling them to complete all the required tasks for the different subjects. (✓)
- trigger the release of adrenaline/cortisol, (✓) which could heighten alertness/ help learners stay focused during study sessions/exams. (✓)
- instil a sense of urgency to meet deadlines/expectations, (✓) pushing learners to prioritize tasks/manage time effectively/encourage them to complete assignments/ prepare thoroughly for exams. (✓)
- stimulate the brain for the oncoming/looming activities/ put the brain to a functional working mode, (✓) thus



- improving memory retention/problem-solving skills active engagement with learning material. (✓)
- help learners develop coping strategies/emotional resilience, (✓) enhancing their abilities to deal with the academic demands of their subjects. (✓)
- sensitize them about the nature of the task confronting them, (✓) causing them to set clear goals/work systematically toward achieving goals. (✓)
- **Any THREE of the above for TWO marks each** (3x2) (6)

1.6 Discuss how, you as a grade 12 learner, could assist your peers prepare for the stress they may face during an examination session.

**Marks should be allocated as follows:**

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

You may ...

- advise them to read the whole question paper for questions they may answer first/ to identify questions that are easy for them to start with, (✓) since successful answering of those questions may give them the required confidence to face the difficult ones/ to attempt all the questions even though they may seem difficult. (✓)
- advise them to always adhere healthy lifestyle habits, e.g., take short breaks/eat healthy snacks/ get enough sleep/ do light exercises/stretching before/during the period of writing examinations, (✓) since that could improve concentration/reduce anxiety when answering questions/ enable them to face the paper with less stress. (✓)
- encourage them to practice relaxation/ stress-relief activities, e.g., deep breathing exercises/ short meditation sessions/taking regular breaks during studies/ sleeping



7–8 hours per night/ eating balanced meals/doing light exercise/stretching/using breathing techniques/meditation (✓) since these activities may help their mind to reset/ cause their minds to be flexible when tackling examination questions/improve the level at which their minds operate for enhanced focus. (✓)

- offer words of encouragement by sending supportive messages/remind them of their strengths before they sit for the paper (✓) since that could deepen their confidence in their abilities to pass/reduce panic when they answer questions in the examination room. (✓)
- provide easy to read notes/summaries on critical parts of the content/detailed explanation on challenging topics (✓) to make it easy for them to tackle the questions during the session/ to relieve them of the uncertainty that usually come with being unprepared for the session. (✓)
- encourage them to use time tables/study schedules to adequately prepare for the session, (✓) since that may enable them to confront the questions with confidence, knowing that they had studied enough. (✓)
- reassure them that feeling anxious during exams is normal (✓) so that they may adopt positive perspectives/ debunk/ demystify the myth that they are the only ones going through that kind of a feeling when writing exams. (✓)
- advise them to consider using groups to revise work /summarise complex topics/ divide work into smaller chunks/ use mind maps/summarize/practice with past exam papers/ create realistic study time tables/use Apps/ timers for focussed study, e.g., Pomodoro technique/ask questions days before the examination session (✓) as that may boost their needed confidence/ give them thrust to forge ahead/reduce feelings of



isolation/ offer moral support needed when they answer questions. (✓)

- help them identify their stress triggers /recognise what stresses them most (✓) so that they may apply personalised strategies, e.g., starting/ ending with the section treating the content they struggle with most when they approach examination questions. (✓)
- **Any FOUR of the above for TWO marks each** (4x2) (8)

1.7 Analyse ways in which intrapersonal conflict could negatively impact the ability of grade 12 learners to effectively complete assessment activities.

**Marks should be awarded as follows:**

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

If you ...

- have inner strife/ ongoing conflict with yourself, (✓) it may cause the mind to become overloaded/burdened/over occupied/ to work slowly/ have challenges recalling previously learnt content/ reduce concentration/cognitive function decrease the ability to focus on assessment instructions. (✓)
- are going through inner struggles, e.g., feelings of self-doubt/ competing priorities, (✓) it may lower your willingness to put effort into tasks/ cause you to avoid group discussions/collaborative tasks/
- are not at peace with your abilities to do things/study/do academic work/ suffer from indecision/overthinking, (✓) it may undermine effective planning for academic work/ cause you to procrastinate doing things/ make you unable to meet deadlines of submitting work. (✓)
- suffer from emotional instability/anxiety/emotional distress/ guilt, (✓) it may interfere with your ability to express ideas clearly/ you may become irritable during



- group work/ you may give up quickly when tasks become challenging. (✓)
- have identity confusion/ are experiencing declined self-belief, (✓) it may cause you to hesitate taking part in class/group tasks/ be reluctant to attempt difficult tasks/questions. (✓)
- have personal clashes between your personal values and academic expectations/ have value misalignment, (✓) you may start questioning the relevance of schoolwork/ it may divert your attention from school work/ make it difficult for you to commit to long term academic tasks. (✓)
- are going through emotional turmoil/ disrupted sleep due to ongoing personal battles, (✓) it may make you feel tired to do/complete assessment activities/ lower your problem-solving ability/ cause you to make errors/ reduce your ability to work collaboratively with peers. (✓)
- constantly go through emotional indecisiveness/uncertainty, (✓) it may cause you to avoid interacting with your peers when completing academic activities. (✓)
- **Any TWO of the above for TWO marks each** (2x2) (4)

1.8 Critically discuss ways in which the ability to sustain positive relationships with school mates may enhance the emotional wellbeing of grade 12 learners.

**Marks should be awarded as follows:**

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

It could ...

- make them feel included/accepted/ appreciated within their circle of friends at school (✓) by reducing loneliness/feelings of isolation (✓) which may create a



- sense of community (✓) and that may contribute towards development of inner peace. (✓)
- offer them with a continuous protective shield when going through difficult periods (✓) by providing them with needed emotional support/cushion (✓) since their empathy may demonstrate that they are truly understood (✓) and that may reduce anxiety/help them cope with academic strain. (✓)
  - boost learners' sense of self-worth/belief in their abilities, (✓) by encouraging them to participate more actively in class (✓) and that may enable them to tackle challenging tasks/ take leadership roles with ease, (✓) resulting in heightened feelings of self-acceptance/ gratification. (✓)
  - encourage healthy behaviour/enhance academic motivation (✓) by influencing them to adopt positive study habits/avoiding risky behaviours (✓) which may promote discipline/responsibility (✓) and if that happens, learners may experience emotional stability/ be happy about the choices they have been able to make. (✓)
  - enhance regular interaction with likeminded people, (✓) since re affirming relationships could bolster their confidence (✓) which could create an environment where they feel understood (✓) and that may eventually promote emotional harmony. (✓)
  - provide support when a learner faces conflict with teachers/bullies/academic failure (✓) by helping them process negative experiences more safely (✓) which may prevent emotional distress from escalating into depression (✓) and that could ensure that they always feel positive about what they are capable of doing. (✓)
  - strengthen identity formation/self-understanding (✓) by developing a stronger sense of character, (✓) which may



encourage authenticity/free expression of personal interests (✓) and that could contribute to their happiness about their individuality. (✓)

- enable them to successfully navigate disagreements (✓) by repairing/ solidifying relationships (✓) which may help them practice patience/forgiveness (✓) and that may improve their ability to handle future emotional challenges. (✓)

- **Any ONE of the above for FOUR marks**

(2x4) (8)

1.9 Evaluate the impact of social relationships on the ability of grade 12 learners to succeed in their schoolwork.

**Marks should be awarded as follows:**

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

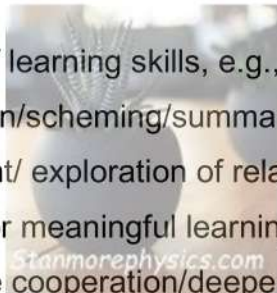
It could ...

- urge them to put extra effort in doing schoolwork (✓) by motivating/ inspiring them to stay focused on their academic activities; (✓) however, if peers value socialising over studying, (✓) learners may be distracted/pressured into neglecting schoolwork. (✓)
- be a base on which emotional stability may be enhanced, (✓) by providing learners with the needed emotional support/creating supportive learning environment/ encouraging resilience after academic setbacks; (✓) however, toxic relationships may increase anxiety/ jealousy/conflict among peers (✓) which may interfere with learning/lead to absenteeism/ loss of motivation/ contribute to the inability to do all the required assessment activities. (✓)
- build trust between learners and teachers in the classroom, (✓) resulting in increased engagement with the learning matter; (✓) however, if the relationship with teachers is poor (✓) learners may disengage/avoid



asking questions/result in them performing not performing according to their abilities/ potentialities. (✓)

- shape/ hone/ develop discipline/ enhance focus due to the stability/tranquillity that may be in the home environment (✓) as a supportive home environment could act as a springboard/catalyst/impetus/ boosts confidence/improve study habits/ help learners face school-related stress; (✓) however, conflict at home/a lack of support/constant criticism/ doubts/ ridicule (✓) may lead to emotional distress/poor concentration/ foggy mind. (✓)
- support the development of learning skills, e.g., communication/collaboration/scheming/summarising/ decoding of learning content/ exploration of relationships between content aspects for meaningful learning (✓) since that could encourage cooperation/deeper learning/ meaningful learning; (✓) however, group work may fail if group members do not contribute equally/ are hesitant to productively take part in group activities (✓) and that may create frustration among group members/lower intended learning gains. (✓)
- enable them make informed academic decisions, (✓) assisting learners choose realistic/make realistic/ meaningful choices about their career paths; (✓) however, pressure to follow certain subjects/careers may cause stress/confusion/dissatisfaction (✓) and that could reduce academic performance. (✓)



- **Any ONE of the above for FOUR marks**

(1x4) (4)

1.10 Recommend ONE way in which grade 12 learners may successfully make healthy personal life style choices to lower their risks of becoming stressed with school work. In your answer, also indicate how that may ensure consistent academic success.

**Marks should be awarded as follows:**

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

They may ...

- prevent last-minute cramming/ studying at the last moments (✓) which may allow them an opportunity to manage their workload in smaller/manageable portions/ stay organized/ prepare well for tests (✓) and that may lead to better understanding of the learning content/long term retention of what has been studied/ remember what has been learnt. (✓)
- ensure that they get sufficient sleep, i.e., 7–9 hours per night, (✓) since enough sleep may enhance attention/mental sharpness/ enable learners to pay attention to their academic work (✓) and that may Improve memory/concentration needed for complex subjects/ allow learners to grasp lessons more effectively. (✓)
- eat healthy food/stay hydrated (✓) as nutritious diet has a potential to stabilize people's mood/ outlook to life (✓) which in return may fuel the brain/ improve problem-solving ability/focus. (✓)
- engage in regular physical exercises (✓) since exercising may release endorphins/natural stress relief chemicals (✓) and the blood flow may enable the mind to retain learning content/ enhance concentration. (✓)
- limit screen time, specially before bed (✓) since that may enable them to reduce distractions/prevent information



overload (✓) and they may focus better during study sessions. (✓)

- practice relaxation techniques, such as breathing exercises/mindfulness/meditation (✓) as that could calm the mind/ reduce anxiety during learning/examination periods/ ensure you always stay calm when faced with deadlines (✓) and that may help learners to think clearly during tests/oral assessments. (✓)
- seek support/maintaining healthy social relationships (✓) as talking to friends/teachers/family may help release emotional pressure (✓) and that may boost confidence/motivation to attend to your school work. (✓)
- make taking regular breaks during studies their habit, (✓) since that may enable them to reduce fatigue/exhaustion/emotional burden (✓) and as a result, it may increase productivity/improve the quality of learning/ help maintain steady progress without feeling overwhelmed. (✓)

- **Any ONE of the above for THREE marks**

(1x3) (3)

**Sub-total: 45**

**ACTIVITY 2: THE CHALLENGES OF YOUTH UNEMPLOYMENT IN SOUTH AFRICA  
AND WHAT ROLE COULD THE YOUTH PLAY IN DEALING WITH IT.**



2.1 Define the term *unemployment* as a problem that young people continue to face in South Africa.

**Marks should be awarded as follows:**

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

It refers to ...

- a situation where young individuals who are willing/able/actively looking for work (✓) cannot find jobs. (✓)
- a state of affairs in a country where there are extremely limited opportunities /not enough job opportunities (✓) to absorb all young job seekers. (✓)
- problem a country may face in which many dedicated/qualified young people/ young graduates/ skilled young people (✓) cannot find employment opportunities in the job market. (✓)
- when young people who want to work/are ready to work, (✓) but cannot find jobs. (✓)
- the situation in which young people, especially between the ages of 15 and 34 who are willing to work/able to work/actively looking for work, (✓) but find themselves without any job/ work opportunities/ without prospects of ever being employed. (✓)
- **Any ONE of the above for TWO marks** (1x2) (2)

2.2 State FIVE reasons for youth unemployment in South Africa.



**NOTE TO THE MARKER**

- Learners may not be credited for merely stating factors in shorthand.
- Fully completed and comprehensive statements are expected.
- Indicating the factors in point form may not be credited.

**Marks should be awarded as follows:**

ONE (✓) for a well explained response.

Possible responses may include the following:

- There are more young people looking for work/ jobs than the number of job opportunities available in the market. (✓)
- Poor subject choice/subject combination at school/ resulting in many young people pursuing careers that the economy may not presently be in need of. (✓)
- Skills mismatch/lack of relevant skills in which many young people leave school without the skills needed in a modern/technology-driven economy. (✓)
- Potential employees may be lacking the expected 21<sup>st</sup> century skills, e.g., communication/digital/ conflict resolution/empathy/ collaboration/ critical thinking/ creative etc. for the nature of the jobs at this juncture. (✓)
- Some youth may attain matric/post-school qualifications but still lack the practical or technical skills required by employers/workplace. (✓)
- Many young people may leave school without the skills that employers need, especially digital or practical skills. (✓)



- Some young people may not have the expected experience required by most employers. (✓)
- The economy may not be growing fast enough compared to the high number of youths who are eagerly looking for jobs. (✓)
- The low economic growth/low job creation/ stagnation in the economy/ structural inequalities may leave out a large number of young people, in favour of a few. (✓)
- Youths in rural/township areas may be lacking means to access the job market, e.g., transport/internet/mentorship/job networks, making it difficult for them to seize job opportunities when they are available. (✓)
- Fraud/ corruption may erode the status of the country, making it difficult for investor to plough in the economy/ make the environment unfriendly for continued job creation that could benefit young people. (✓)
- Most young people have disengaged/ become disgruntled from pursuing education/ following the labour market, making it harder for them to transition into work.
- Structural inequalities/ previous apartheid laws have been linked to a lack of job opportunities for young black south Africans. (✓)
- **Any FIVE of the above for ONE mark each**

(5X1) (5)

2.3 Differentiate between social entrepreneurship and cultural entrepreneurship as options that young entrepreneurs may consider.

**Marks should be awarded as follows:**

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

Social entrepreneurship ...

- uses solving social problems/ improving people's lives/ creating positive social change while gaining financially



as a secondary goal; (✓) whereas, cultural entrepreneurship getting involved in the promotion of culture/ heritage/creative expression, enabling you to make money as a secondary benefit. (✓)

- involves getting involved in activities whose primary aim is to help communities deal with their everyday needs, resulting in you earning an income as a secondary benefit; (✓) whereas, cultural entrepreneurship involves working in creative industries such as art/music/ fashion/crafts/film/theatre/tourism to make some profit, as an added value. (✓)
- is inclined to solving social problems, e.g., unemployment/poverty/poor education (maths/science classes etc.)/ health challenges (mental health/HIV/AIDS awareness/nutrition etc.)/environmental pollution (running a recycling business)/ crime and drug abuse etc.;(✓) whereas, cultural entrepreneurship is mainly concerned with the promotion of culture/celebrating/ protecting cultural identity, resulting in some financial spin off gains. (✓)
- Social entrepreneurship seeks to help people solve social problems, e.g., health challenges/poverty/ illiteracy and gain some income from it; (✓) whereas, cultural entrepreneurship promotes culture/creativity/heritage, e.g., Arts/music/dance/ fashion/crafts/traditional food/cultural events and earn by doing so. (✓)
- **Any TWO of the above for TWO marks each**

(2x2) (4)

2.4 Describe benefits of e-business for young people in this era of continued technological advancement.

**Marks should be awarded as follows:**

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

It could enable them to ...

- start their businesses with very little money, (✓) since it may not need expensive equipment/physical shop/ employees to start/ run it. (✓)
- reach more customers anywhere in the world, (✓) and that may increase chances of making more sales/ growing your business much faster. (✓)
- gain useful transferable digital skills/ online communication/online marketing/ website management/digital payments (✓) which may make them more employable in the digital economy. (✓)
- provide you with the needed flexibility of not always working in designated spaces/within regulated time, (✓) since you may reach out to your customers/ service your customers online/ attend virtual meeting at any time/from any place/home/while studying/doing other work. (✓)
- turn their hobbies into business, e.g., designing clothes/making crafts/photography/baking/ creating digital content through online Application, e.g., Tik Tok, Twitter (X), Facebook etc. (✓) which may allow you to generate income from a large pool of customers locally/globally. (✓)
- less budget/no outside investment to grow/expand their businesses, (✓) since they may use less money to add more products/open new online stores/ rich bigger markets. (✓)
- quickly develop skills of becoming responsible/ ability to solve problems on your own/take important business

decisions, (✓) may help them become more confident/  
independent in their business operations. (✓)

- **Any TWO of the above for TWO marks each** (2x2) (4)

2.5 Explain how corruption in the public sector could impact attempts by young people to succeed in business.

**Marks should be awarded as follows:**

TWO marks for a well explained response.

Possible responses may include the following:

- Tenders/contracts/opportunities for business may go to people who pay bribes/have political connections, (✓) making it difficult/impossible for honest young entrepreneurs to compete in that market. (✓)
- Young entrepreneurs may be asked to pay bribes to receive licences/permits/basic services that should be free/affordable, (✓) and that could make it harder for younger people with limited resources to start/ survive. (✓)
- Young entrepreneurs may experience deliberate delays in getting approvals/ accessing government support programmes, (✓) and that may discourage them from continuing with their business plans. (✓)
- Corrupt individuals may gain unfair advantage/ awarded jobs in an underhanded way, (✓) which may discourage deserving young people/ cause young people to feel discouraged/hopeless when they are informed about the reasons for that. (✓)
- Funds meant to support youth development/ entrepreneurship programmes/community projects may be stolen/misused because of corruption, (✓) thus reducing the amount of financial/training support to deserving young entrepreneurs. (✓)



- corrupt individuals/companies may bribe officials to secure major deals/ to dominate in the industry, (✓) and that could block other young entrepreneurs from entering markets because well-connected companies are protected. (✓)
- Young people whose contracts may have been terminated to give way for connected individuals may suffer loss of income, (✓) thus damaging their reputation for other business opportunities, even in the private sector. (✓)

- **Any THREE of the above for TWO marks each** (3x2) (6)

2.6 Discuss how connecting with young successful entrepreneurs could help young upcoming entrepreneurs succeed in business.

**Marks should be awarded as follows:**

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

It could ...

- help them have firsthand information about the challenges of starting/growing a business (✓) and that may enable them to avoid common mistakes/make better decisions. (✓)
- allow them an opportunity to learn practical strategies, e.g., how to find customers/ market products/manage money/deal with competition in business, (✓) ensuring that they implement successful methods of conducting business. (✓)
- offer them opportunities to be mentored/supported emotionally/ guided, (✓) and that may build their confidence/ help them stay motivated even when they face difficulties. (✓)
- put them in a position where they would always be inspired by the achievements of the experienced young



- entrepreneur, (✓) and that may encourage them to believe in their ideas/ keep pushing toward their goals/ could make them believe that success is achievable. (✓)
- help them expand business networks/opportunities/ open doors to various opportunities, e.g., new customers/partnerships/funding (✓) and that may greatly speed up their businesses. (✓)
  - assist them stay updated with the latest digital tools/business trends/technology (✓) and that may enable them to stay competitive. (✓)
  - lead to teamwork/joint ventures/shared projects, (✓) which may give them ongoing support/motivation to continue even under trying conditions. (✓)
  - put them in a position where they may always receive objective/constructive feedback, (✓) and that may help them improve their business plan/fix weaknesses/ develop a stronger product before launching. (✓)
  - **Any THREE of the above for TWO marks each** (3x2) (6)

2.7 Analyse how knowing your tax obligations, as a young entrepreneur, could ensure success in your business.

**Marks should be awarded as follows:**

TWO marks for a well explained response.

It could enable you to ...

- register for tax/submit tax returns/pay on time, (✓) and that may ensure that you avoid penalties/interest/legal action from SARS/ prevent unnecessary financial losses. (✓)
- plan your finances properly/budget for tax payments/keep proper records/avoid cash-flow problems (✓) and that could improve stability/help you make smarter business decisions. (✓)



- pay taxes on time/be responsible/professional (✓) and if that happens, investors/clients/suppliers/banks may be more likely to trust/support you in your business. (✓)
- access government tenders and opportunities, (✓) as most government programmes/grants/tenders require businesses to be tax-compliant to be offered business. (✓)
- calculate/pay tax correctly/keep accurate financial records, (✓) which may help you track profits/reduce waste/plan for expansion/make better decisions. (✓)
- reduce the risk of serious financial problems that could shut down your business, (✓) thus, ensuring long-term survival of your business/protect your business reputation. (✓)
- take advantage of incentives, such as tax breaks/support for small businesses/turnover tax/small business tax etc., (✓) ensuring that there could be money available to reinvest in the business. (✓)
- **Any THREE of the above for TWO marks each**

(3x2) (6)

2.8 Assess why knowing the manner in which international markets work may benefit you as a local entrepreneur.

**Marks should be awarded as follows:**

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

It could...

- help you to identify global trends that may influence local demand, (✓) enabling you to introduce products early/position yourself as a trend setter to your local customers. (✓)
- enable you to use their already established business services, (✓) thus improving your competitiveness against many foreign brands. (✓)



- help you to refine your own strategies to match/exceed global standards, (✓) giving you a competitive urge to benefit your business. (✓)
- provide opportunities for export/expansion, (✓) thus increasing revenue streams/reducing dependency on a single local market/enhance business resilience. (✓)
- help navigate currency fluctuations/global pricing (✓) for better financial planning/informed pricing decisions/negotiate better with suppliers whose prices are tied to global markets. (✓)
- encourage innovation/better business practices, (✓) enabling you to learn from global best practices/ adopt new technology/methods proven effective elsewhere/ become more competitive locally by offering world-class service. (✓)
- enable you to source cheaper/better inputs/import cheaper raw materials/products/ identify high-quality suppliers/ avoid overreliance on expensive local options, (✓) which may help you reduce production costs/improve product quality/ increases profitability. (✓)
- enhance strategic thinking/long-term planning /ability to make strategic decisions for diversification/ risk management/ market positioning/ investment timing (✓) and that could prepare your business for economic shifts/enable you to make informed decisions about when to expand or scale down. (✓)

- **Any ONE of the above for TWO marks**

(1x2) (2)

2.9 Critically discuss how young entrepreneurs could successfully find niches in the already saturated market for the success of their businesses.

**Marks should be awarded as follows:**

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

They could ...

- conduct deep market research beyond surface-level competitor analysis (✓) by observing customer complaints/unmet needs on platforms such as Facebook groups/TikTok comments/product reviews (✓) which may enable them to identify dissatisfaction in the current market offerings (✓) and that could help them provide services whose aim is to bridge the apparent gap in the existing market/ cater for the specific needs of the clientele. (✓)
- leverage/take advantage of their personal strengths/passions/challenges to spot gaps (✓) since they may be knowledgeable about how the certain group of people may be going through (✓) which may enable them to provide tailor made services to for their specific needs (✓) and that will offer them with unique business opportunity. (✓)
- create a new value curve/ offer new products altogether (✓) by taking advantage of what is not being offered as general products may be provided, (✓) which could provide unique/personalised solutions to challenges faced by the clientele (✓) and that may establish a new customer base for your business. (✓)
- provide alternative solutions to customers not being adequately catered for by big businesses (✓) by targeting micro-markets such as townships/campus communities/rural towns (✓) which may accord them an opportunity to localise solutions to the needs of these



communities (✓) and that may create a special/dependable clientele for your products. (✓)

- use digital tools to assess existing businesses (✓) to test interest before investing in full stock/discover/validate business opportunities (✓) which may give you the needed clue on what is feasible/attractive to customers (✓) and you may carefully provide services to close the existing gaps. (✓)
- build authentic/human-centered brands, e.g., selling meat/bread/eggs/cooked food to local people (✓) since big businesses may be inclined to providing product centred services/ produce products in bigger quantities for a bigger market/ for general needs of their customers (✓) which could offer you an opportunity to tailor make your products according to local needs/ to establish convenient relationships with them (✓) and they may rely on you for the unique products you are providing/ accessibility of your services. (✓)
- target emerging trends ahead of time (✓) since there could be a potential need for those products/ people may not have been exposed to such products (✓) and you may be the first one to provide those services, (✓) thus enabling you to create a new customer base for the rare products. (✓)
- partner/collaborate, instead of competing with existing businesses (✓) since established businesses may have established networks/ equipment etc. (✓) which you may leverage to your benefit (✓) and you may be able to access established customer base, instead of building from scratch. (✓)
- **Any ONE of the above for FOUR marks**

(1x4) (4)

2.10 Recommend practical strategies that may be implemented to deal with corruption in the allocation of work by both the public and private sector to young entrepreneurs. In your answer also indicate how that may benefit them.

**Marks should be awarded as follows:**

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

They may ...

- use online tender portals where all requirements/ submission details are visible (✓) to enable equal access to information by interested parties (✓) and that could offer fair advantage to everyone/ the opportunity to improve their bid documents. (✓)
- publish evaluation criteria/scoring sheets/publish final decisions electronically (✓) so that all applicants could know, in advance, the standards against which the application will be evaluated (✓) and that will ensure that all interested individuals are accorded the same treatment/ reduce the risk of tenders being awarded based on personal connections. (✓)
- allow entrepreneurs to track progress of their applications online, (✓) as that may avail to them the needed information to make further decisions, (✓) eventually according them the needed space/time to make the necessary arrangement in real time, depending on the outcomes of their bidding/ gain equal visibility/access to opportunities. (✓)
- develop objective evaluation frameworks (e.g., expected qualifications, pricing, experience), (✓) ensuring that the same criteria are applied consistently across all bidders (✓) and that could make young entrepreneurs understand exactly what is required to qualify for the available work. (✓)



- strengthen independent oversight/accountability/ create independent procurement committees instead of allowing one individual to decide/ rotate committee members regularly to prevent long-term collusion/ allow external auditors to review tenders and publishing reports to the public, (✓) as that may reduce abuses of power during allocation of work (✓) and ensure that that decisions are based on merit/ prevents favouritism/gatekeeping/ increasing opportunities for all/ ensuring that people with fewer connections have a fairer chance of being awarded work. (✓)
- Implement whistleblower protection/anonymous reporting channels establish (✓) in order to secure whistleblower hotlines/protect whistleblowers legally/internally from retaliation (✓) and that may increase the chances of young people succeeding/ it may break corrupt networks that seem to block new entrants. (✓)
- reserve a percentage of contracts specifically for youth-owned businesses, (✓) as that could ensure they do not unnecessarily compete with established businesses/ businesses of older people (✓) and youth-owned businesses may not be sidelined by corrupt networks/ help young entrepreneurs build the experience needed to compete for larger tenders/ Increase access to opportunities even in sectors dominated by established companies. (✓)



- enforce strong penalties for corrupt behaviour, e.g., terminate contracts obtained through corruption/ blacklist corrupt suppliers/officials/ enforce legal punishment for bribery and manipulation (✓) as that may discourage older/established businesses from using unfair influence, (✓) thus ensuring a safe space for young entrepreneurs to operate/ thrive. (✓)

- **Any TWO of the above for THREE marks each** (2x3) (3)

**Sub-total: 45**



### Principles of marking

1. The learner should be credited for answering the question.
2. A tick (✓) must be placed at the fact that is being awarded.
3. A tick (✓) equals one mark.
4. All the questions should be answered in full sentences.
5. Marking should be done according to questions and the marking guideline.
6. Be wary of learners repeating words from the question and present them as answers.
7. Be on the lookout for learners who would repeat the same answers for different questions.
8. Do not credit the introduction and the conclusion that may be presented with some answers. To detect that, markers must read the whole answer before putting ticks.
9. All the questions require extended writing from learners. Therefore, they must write in full sentences considering the mark allocation. Where the mark allocation is (2), learners are expected to give a fact and a qualifier. Where mark allocation is (3) learners must give a fact, qualifier and an outcome. For a four-mark question, learners must be credited for a statement, elaboration, qualifier and an outcome.
10. Be guided by the question and not the topic.
11. The phrase: "Note to the teacher" directs the marker on the context of the question.
12. Marks for EACH activity must be totalled on the right-hand side of the answer sheet.
13. Marks for ALL the activities must be added at the end of the script.
14. The total out of 90 marks must be transferred to the front of the script.

### Tolerance range (TR)

- The tolerance range for the whole task is a maximum of **10 marks**:
  - Low order questions = **1 mark per an activity**
  - Mid order Questions = **2 mark per an activity**
  - High order Questions = **2 marks per an activity**
  - Therefore, **5 marks per an activity**. The task comprises **two activities**.
- Any deviation from that would be regarded as an irregularity or an act of non-compliance.

**Moses Nsimbini**



**27 January 2026**

**Deputy Chief Education Specialist**