

# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
3 SEPTEMBER 2018**

**MARKS: 80**

**TIME: 2 hours**

**This question paper consists of 9 pages.**



**INSTRUCTIONS AND INFORMATION**

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



**SECTION A (COMPULSORY)**

Answer ALL the questions in this section.

**QUESTION 1**

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

1.1.1 The following is an example of fair discrimination:

- A Not allowing women to play golf at peak times at a golf club
- B Excluding boys from dance as a physical activity
- C Discouraging disabled learners to participate in physical exercises
- D Excluding elderly people from participating in high-impact exercises

1.1.2 In a community project, the stakeholders are the individuals or groups who ...

- A are the senior managers of the project.
- B determine the action plans for the project.
- C show an interest or concern in the project.
- D dominate the operational issues of the project.

1.1.3 The Employment Equity Act (EEA), 1998 (Act 55 of 1998) aims to promote ... in the workplace.

- A skills development and labour peace
- B employers' rights and equal opportunity
- C collective bargaining and good practice
- D fair discrimination and equal opportunity

1.1.4 The rights of trade unions/office bearers/officials could include ...

- A accessing and having meetings on the employer's premises.
- B permission to the employer to deduct membership fees.
- C granting leave for employees to attend union activities.
- D having meetings with members at any time during the working day.

1.1.5 The following is an example of an informal job:

- A Magda works as a temporary receptionist at an office.
- B Katlego volunteers at the church's soup kitchen daily.
- C Sarah makes and sells brooms for a daily income.
- D Zander directs moviegoers to their seats on weekends. (5 x 1) (5)



- 1.2 Give ONE word/term for EACH of the following descriptions. Write only the word/term next to the question numbers (1.2.1 to 1.2.5) in the ANSWER BOOK.
- 1.2.1 The law that holds food suppliers responsible for the safety of the food they sell (1)
- 1.2.2 A practical plan that can guide one to achieve one's purpose, aims and life goals (1)
- 1.2.3 A state of unequal perceptions or treatment of people based on their roles as males or females (1)
- 1.2.4 The term that defines the developmental stages of one's existence (1)
- 1.2.5 The set of emotional qualities, behaviour and attitudes that makes one person different from another (1)
- 1.3 Answer the following questions by writing the answer next to the question numbers (1.3.1 to 1.3.4) in the ANSWER BOOK. Write your answers in full sentences.
- 1.3.1 Responsible citizens are expected to vote in government elections. Give TWO reasons why young people should also vote. (2 x 1) (2)
- 1.3.2 Why is it important to participate in campaigns that address issues of discrimination at your school? (2 x 1) (2)
- 1.3.3 Discuss ONE benefit of active learning as a study technique. (1 x 2) (2)
- 1.3.4 Explain TWO ways in which some religious and cultural practices can cause ill health. (2 x 2) (4)

**TOTAL SECTION A: 20**





**SECTION B (COMPULSORY)**

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

**QUESTION 2**

Read the extract below and answer the questions that follow.

**FROM MATRIC RESULTS TO FREE HIGHER EDUCATION**

Matric results, as a common social stressor, tend to raise a lot of emotions among learners and their parents, as some learners' commitment to further studies have not yet been finalised due to various challenges they may face.

However, some of these challenges may be overcome after the most recent announcement of free higher education by the government.

Unfortunately, many hopeful applicants could still be turned away by tertiary institutions.

[Adapted from [www.city-press.news24.com](http://www.city-press.news24.com). Accessed on 9 January 2018.]

- |     |  |         |             |
|-----|--|---------|-------------|
| 2.1 | Define the term <i>social stressor</i> and explain how societal expectations with regard to matric results could affect learners emotionally.              | (1 + 2) | (3)         |
| 2.2 | Explain ONE coping skill that can help learners deal with the stress they might experience after receiving disappointing matric results.                   | (1 x 2) | (2)         |
| 2.3 | Discuss ONE possible challenge learners may face should they no longer qualify for their intended course of study.   | (1 x 2) | (2)         |
| 2.4 | Advise unsuccessful university applicants on TWO alternative opportunities they could consider to ensure that they can still follow their planned careers. | (2 x 2) | (4)         |
| 2.5 | Critically discuss TWO possible negative implications that free higher education may have for prospective students.  | (2 x 2) | (4)         |
|     |  |         | <b>[15]</b> |



**QUESTION 3**

Read the extract below and answer the questions that follow.

**SOCIAL AND ENVIRONMENTAL RESPONSIBILITY ...  
WHOSE BUSINESS IS IT?**

Safe and healthy living and sustaining our natural resources is the responsibility of all citizens in the country – not just that of the government.

Maintaining natural resources, such as water, begins at home, and then spreads to school and the larger community.

[Source: Anonymous]

- |     |   |             |
|-----|---|-------------|
| 3.1 | State THREE ways in which the Representative Council of Learners (RCL) can assist the school with monitoring water usage.                   | (3 x 1) (3) |
| 3.2 | State TWO ways in which the right of access to water may be violated if there are no proper control measures to restrict water utilisation. | (2 x 1) (2) |
| 3.3 | Discuss TWO health risks that might affect safe and healthy living in areas where communities are subjected to severe water restrictions.   | (2 x 2) (4) |
| 3.4 | Explain why the national government may have to enforce water restrictions on the whole country.  | (1 x 2) (2) |
| 3.5 | Advise municipalities on TWO ways to reinforce positive behavioural change in households to ensure the sustainability of water resources.   | (2 x 2) (4) |
|     |   | <b>[15]</b> |

**TOTAL SECTION B: 30**



**SECTION C**

Answer any TWO questions in this section.

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

**QUESTION 4**

Read the extract below and answer the question that follows.

**PROMOTING PARTICIPATION IN HEALTHY RECREATIONAL ACTIVITIES**

Recreation is an essential part of human life, regardless of one's culture.

Engaging young people in recreational activities can be a challenging task, as many of them prefer to spend time indoors rather than actively taking part in healthy outdoor activities.

[Adapted from [www.tandfonline.com](http://www.tandfonline.com). Accessed on 11 January 2018.]

Write paragraphs on recreational activities across cultures and genders.

Use the following as a guideline:

- Define the term *recreation* and state TWO benefits of participating in recreational activities. (1 + 2) (3)
  - Explain THREE ways in which culture could influence participation in recreational activities. (3 x 2) (6)
  - Recommend TWO ways in which young people could use electronic/social media to promote participation in recreational activities across genders. In your answers, also indicate the impact of EACH of these actions. (2 x 3) (6)
- [15]**



**QUESTION 5**

Study the cartoon below and answer the question that follows.



Write paragraphs on corruption in the workplace.

Use the following as a guideline:

- Name and define the form of corruption presented in the cartoon above. (1 + 2) (3)
- Explain THREE possible consequences that corruption may have on a person's career. (3 x 2) (6)
- Recommend TWO actions that a company could take to prevent corruption from occurring in the workplace. In your answers, also indicate how EACH action may help prevent corruption. (2 x 3) (6)

**[15]**





**QUESTION 6**

Read the extract below and answer the question that follows.

**HEART DISEASES AFFECT YOUNG PEOPLE TOO**

There is a common misconception that heart diseases and diseases of the circulatory system – which can lead to heart attacks, strokes and even death – only occur in older people.

The truth is that these conditions do not discriminate by age. The risk of young people having heart attacks or strokes within the next ten years is high.

[Adapted from Google. Accessed on 9 January 2018.]

Write paragraphs on heart diseases.

Use the following as a guideline:

- Define the term *heart diseases* and state TWO risk factors that might contribute to the development of these conditions. (1 + 2) (3)
  - Explain THREE ways in which a lack of knowledge about heart diseases could influence young people's attitude towards these diseases. (3 x 2) (6)
  - Recommend TWO practical activities that young people could initiate to raise awareness about heart diseases in their school communities. In your answers, also indicate how EACH activity may help raise awareness. (2 x 3) (6)
- [15]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 80**

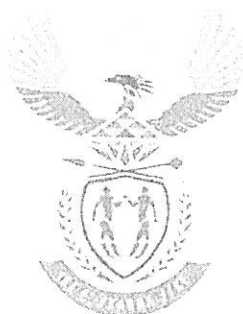












# basic education

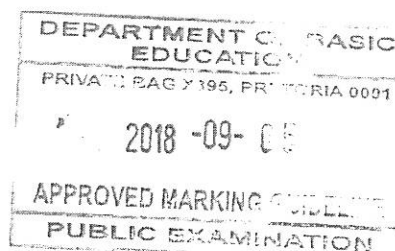
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## NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
3 SEPTEMBER 2018  
MARKING GUIDELINES

MARKS: 80



These marking guidelines consist of 18 pages.

V. BAHADOOR  
INTERNAL MODERATOR

5/09/2018

MJ Bernard-Phera  
UMALUSI  
5 Sept 2018

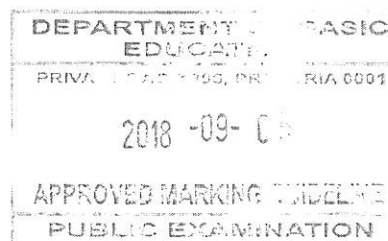
*[Signature]*

Dr F. Hendricks  
UMALUSI  
5 Sept 2018  
*[Signature]*

**IMPORTANT NOTE TO ALL MARKERS:**

The phrase 'or any other relevant response' should be marked as follows:

- The learners' responses MUST show that they have answered the question.
- These responses MUST also LINK to the responses in the marking guidelines.

**SECTION A (COMPULSORY)****QUESTION 1**

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

(5)

- |     |       |  |
|-----|-------|--|
| 1.2 | 1.2.1 | The Consumer Protection Act 2008 / National Health Act 2003 / Meat Safety Act 2000 / Agricultural Product Standards Act 1990/ Foodstuffs, Cosmetics and Disinfectant Act (FCD Act) 1972 / Standards Act 1993 / Food Safety Act 1990 / Food Safety and Standards Act 2006 (✓) |
|     | 1.2.2 | Personal mission statement / mission statement (✓)   |
|     | 1.2.3 | Gender imbalance / gender discrimination / gender stereotyping / gender bias / sexism / gender inequality (✓)  |
|     | 1.2.4 | Life cycle / life stages (✓)   |
|     | 1.2.5 | Personality / individuality / uniqueness (✓)   |

(5)

- |     |       |  |
|-----|-------|--|
| 1.3 | 1.3.1 | <b>Responsible citizens are expected to vote in government elections. Give TWO reasons why young people should also vote. Marks should be awarded as follows:</b><br>ONE mark (✓) for each of the TWO responses. |
|-----|-------|--|

Young people should vote as it ...

- may assist to **create a future** for them that aligns with their fundamental beliefs and rights. (✓)
- is important to **get the political outcome** that they desire for the country. (✓)
- gives them every **right to complain** if decisions are taken that may disadvantage them as citizens of the country. (✓)
- **gives them a voice** which will otherwise not be heard if they do not vote. (✓)
- creates an opportunity for them to **help shape the government** and their future/be part of the changes they would like to see in the country. (✓)
- gives them the **power / opportunity to be part of important decision making** which will affect them. (✓)
- gives them the opportunity to **exercise their democratic right** (✓)
- it gives an opportunity to **hold government accountable** for what it is supposed to do (✓)
- *Any other TWO relevant responses for ONE mark each. (2 x 1)*

(2)

1.3.2 Why is it important to participate in campaigns that address issues of discrimination at your school?

Marks should be awarded as follows:

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

Participating in campaigns against discrimination at your school is important as it offers you the opportunity to ...

- help eliminate / reduce any further chances of discrimination against any learner. (✓)
- stand up / protest against wrongful / discriminatory actions against others. (✓)
- raise awareness about any form of discrimination at school (e.g. bullying / racism / sexism etc.) (✓)
- show your support to victims of discrimination. (✓)
- help in finding workable / effective actions/solutions to prevent/ stop acts of discrimination. (✓)
- promote peace and unity / diversity / the ideals of a democratic society. (✓)
- respect the rights of others (✓)
- be a mouthpiece for others that cannot speak for themselves. (✓)
- ensure that others are treated justly and fairly. (✓)
- Any other TWO relevant responses for ONE mark each. (2 x 1) (2)

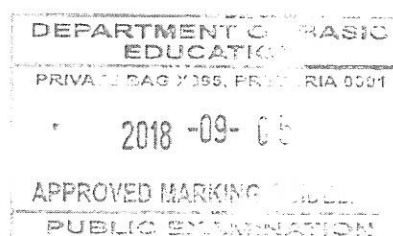
1.3.3 Discuss ONE benefit of active learning as a study technique.

Marks should be awarded as follows:

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

Active learning helps you to ...

- regularly test your memory, (✓) thereby improving your learning far more than passively reviewing material. (✓)
- improve your concentration (✓) as you will not be distracted by other factors. (✓)
- repeat / revise what you have learned, (✓) thereby improving your memory. (✓)
- practise examination writing (✓) in order to be able to familiarise yourself with the type of questions you can expect in the exam. (✓)
- think about what you are learning, (✓) thereby improving your understanding of the work. (✓)
- reflect on current process of learning (✓) to improve future learning (✓)
- process content at a deeper level (✓) for easier recall (✓)
- master the content (✓) which helps develop self-confidence (✓)
- Any other relevant response for TWO marks. (1 x 2) (2)





1.3.4

**Explain TWO ways in which some religious and cultural practices can cause ill-health.**

**Marks should be awarded as follows:**

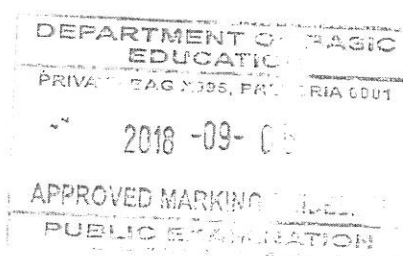
TWO marks (✓✓) for each well-explained response.

**Possible answers could be:**

- Some cultures / religions may discourage people from seeking medical attention / going to the doctor / taking medication / having blood transfusions/getting organ transplants/donating organs, etc. (✓) which may lead to serious diseases /illness / death. (✓)
- Some people's strong faith that God alone can heal/cure them may prevent them from seeking medical help/make them refuse medical help (✓) which may cause them to not get treated on time and may result in them becoming more ill/dying. (✓)
- Unhealthy initiation ceremonies / circumcision done by some religions / cultures (✓) may cause serious infections/death. (✓)
- Some religions/cultures offer alternative medicine/remedies/ potions which have not been scientifically tested (✓) and that may interfere with scientific medical practices / professional medical treatments causing illness/diseases/ death. (✓)
- Certain religious/cultural practices involve forbidding the use of condoms (✓) which may lead to people getting sexually transmitted infections. (✓)
- Some baptizing rituals in unsafe rivers / dams may cause people to go under water for too long / drown (✓) leading to serious injury / brain damage / death. (✓)
- Fraudulent faith healers may convince people to refuse medical treatment (✓) causing them to die or becoming more ill. (✓)
- Some religions are against abortion (although it is legalised in South Africa) (✓) and this may lead to undue stress raising an unplanned/unwanted child. (✓)
- In some cultures a sick person may first want to consult a sangoma / traditional healer (✓) thus in some cases it may prolong the period of getting medical care for some ailments. (✓)
- Some cultures may allow for a married male family member to re-marry / live-in with a widowed family member (✓) who in addition to his wife may have other multiple partners, which may easily contribute to the risk of one getting sexually transmitted infections. (✓)
- Any other TWO relevant responses for TWO marks each.

(2 x 2) (4)

**TOTAL SECTION A: 20**



Please turn over



## SECTION B (COMPULSORY)

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

### QUESTION 2

- 2.1 Define the term *social stressor* and explain how societal expectations with regard to matric results could affect learners emotionally.

Marks should be awarded as follows:

ONE mark for the definition of *social stressor* (✓) and TWO marks (✓✓) for a well-explained answer.

Possible answers could be:

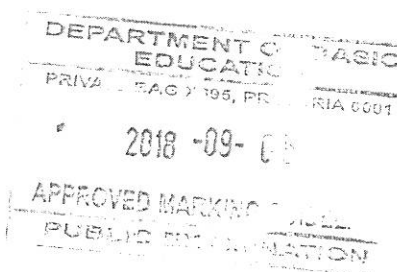
Definition of *social stressor*: (✓)

- Stress resulting from your relationships with others/social environment. (✓)
- Behaviours and situations, social in nature, that are related to psychological / mental / emotional strain. (✓)
- A situation which threatens one's relationships / esteem / sense of belonging within a group or larger society. (✓)
- Any other relevant response for ONE mark. (✓) (1)

AND

Societal expectations may affect learners emotionally as they may ...

- feel **ashamed / embarrassed / afraid / guilty / regretful / angry** (✓) for not being able to perform as expected by others. (✓)
- suffer from **depression** (✓) as they may find it difficult to face others whom they feel they have disappointed. (✓)
- have **suicidal thoughts** (✓) as a way of escaping judgement from others. (✓)
- Any other relevant response for TWO marks. (2) (3)



2.2 Explain ONE coping skill that can help learners to deal with the stress they may experience after receiving disappointing matric results.

Marks should be awarded as follows:

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

Possible answers could be:

- Accepting what you cannot change (✓) may help you stay positive despite the disappointment. (✓)
- Looking for the positive/drawing some lessons to learn from the disappointment (✓) may help you not to repeat the same mistakes. (✓)
- Seeking help from a support system such as friends and family (✓) may relieve feelings of loneliness / stress / anxiety. (✓)
- Applying good decision-making/problem solving skills (✓) may help you to plan for the future. (✓)
- Seeking advice and guidance from family / friends / professionals / or other relevant counsellors (✓) in order to deal with the disappointment in an effective way. (✓)
- Doing introspection to see where you have gone wrong (✓) so that you may do things differently the next time. (✓)
- Speaking to others who overcame their disappointments and finding out what strategies they used (✓) may allow you to use the same coping mechanisms to deal with your own situation. (✓)
- Avoiding negative people who may only add more stress (✓) may help you to find ways to deal with your disappointment in a more positive way. (✓)
- Consider other options which could be more suited to your results (✓) and this may motivate you to re-strategize and plan in another direction. (✓)

Any other relevant response for TWO marks.

(1 x 2)

(2)

2.3 Discuss ONE possible challenge learners may face should they no longer qualify for their intended course of study.

Marks should be awarded as follows:

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

Possible answers could be:

Learners may ...

- not be able to find placement for other courses due to unavailability of space in their planned courses (✓) and this may force them to choose a course that may not suit their interests/abilities. (✓)
- have to rewrite some subjects so as to improve their Admission Point Score (APS)/results and this may cause a time delay in applying (✓) hence forcing them to reapply for the next academic year/semester. (✓)
- be forced to do a different course with lower credits because of a lack of other more suitable options (✓) hence they may receive a lower qualification than what they originally planned. (✓)
- have to opt for a bridging course (✓) which will extend the duration of their studies/to ensure placement in their desired course for which they did not qualify. (✓)
- face financial challenges (✓) due to lack of funding as a result of non-acceptance/extension of the duration of the intended study course. (✓)

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- have to consider another career/course (✓) as opportunities in their original plan are no longer available. (✓)
- find themselves unemployed (✓) due to a lack of qualifications. (✓)
- lose out on financial aid that was promised based on internal exam results e.g. preliminary results/trial exams (✓) and thus may have to fund their own studies in another course. (✓)
- have to go through the stress of re-applying/selection processes again(✓) as they now have to be considered for another course of study.(✓)
- experience emotional and psychological challenges (✓) as they may be demotivated / discouraged and may sit at home / not consider other options (✓)
- register with unaccredited institutions (✓) and do a course that is not recognised / and waste money (✓)
- *Any other relevant response for TWO marks.* (1 x 2) (2)

2.4 Advise unsuccessful university applicants on TWO alternative opportunities that they can consider to ensure that they can still follow their planned careers.

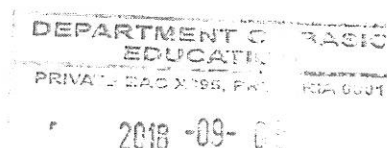
Marks should be awarded as follows:

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

Possible answers could be:

Unsuccessful applicants could consider ...

- **online/distance studies** in their intended field of study (✓) for which they may receive credits when accepted the following year for full time studies (✓)
- taking **personal growth courses/short skill courses** (✓) that may improve their academic skills/chances to get accepted for their intended course of study/suitable job opportunity. (✓)
- applying at other types of tertiary institutions such as **TVET/private colleges**, etc. (✓) which may broaden study opportunities that may better suit their intellectual capacity. (✓)
- a **learnership / apprenticeships** (✓) that may lead to a more formal qualification in their preferred study field. (✓)
- doing **part-time jobs** (✓) in order to save money for their tertiary studies/ gain suitable experience in their desired study field. (✓)
- **entrepreneurship** in their career field (✓) as a way of staying focused on their career goals/building a required skill set in that career field/saving money for tertiary studies. (✓)
- starting **on-line businesses** in their career field in which they render a service for monetary compensation (✓) that could be used towards paying for short course studying/next year's studies. (✓)
- taking a **gap year** in which to explore other career opportunities (✓) that may assist them in being successful in their applications the next year. (✓)
- *Any other TWO relevant responses for TWO marks.* (2 x 2) (4)



2.5 Critically discuss TWO possible *negative* implications that free higher education may have for prospective students.

Marks should be awarded as follows:

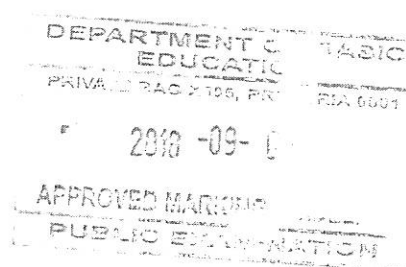
TWO marks each (✓✓) for TWO well-explained responses.

Possible answers could be:

Possible implications may be that prospective students may ...

- be **forced to work harder to compete for a space** as only the best academic performers will be selected for specific courses (✓) so it may be difficult for them to be selected for any course of study. (✓)
- faced with **overcrowded lecture halls** as more students will have access to higher education (✓) and this could negatively impact on learning and teaching in a noisy and congested environment. (✓)
- experience **frustration with regard to the registration process/finding accommodation/access to resources** due to a larger number of students that tertiary institutions may now have to accommodate (✓) which may lead to increased levels of stress for them. (✓)
- receive **poor quality education** due to a lack of human resources/financial resources/physical resources putting strain on the university/lecturers because of the large number of students they have to cope with (✓) and hence you may not be adequately prepared for the work place/post-graduate studies. (✓)
- be exposed to **conflict/protests** as those students who do not qualify for free education may feel that they are unfairly treated/discriminated against because only a certain group of students are able to be accommodated (✓) and this may lead to tension and disunity among themselves. (✓)
- be under **extra pressure to excel** in order to consistently maintain good academic results to qualify for free education (✓) and this may cause strain on their mental/emotional/social well-being. (✓)
- be faced with **stricter regulations/rules** if they want to **change courses** because money has already been allocated for their first choice of study (✓) and hence they may be stuck with a course that they have no interest in. (✓)
- have to **pay back the funding that they received should they fail / quit** their studies (✓) and this may cause them to obtain money through illegal means / crime / loan sharks. (✓)
- **devalue higher education** (✓) because they may then see it as an entitlement and take it for granted (✓)
- **be less competitive at school** (✓) as they no longer see the need to perform excellently to be accepted (✓)
- *Any other TWO relevant responses for TWO marks each.* (2 x 2)

(4)  
[15]





### QUESTION 3

- 3.1 State **THREE** ways in which the Representative Council of Learners (RCL) can assist the school with *monitoring* water usage.

Marks should be awarded as follows:

ONE mark each (✓) for any **THREE** of the following answers:

Possible answers could be:

The RCL could assist the school by ...

- checking and reporting any faulty water facilities/leakages as soon as they become aware of it. (✓)
- making the principal/teachers/school management aware of any possible hotspots at the school where learners are normally wasting water. (✓)
- being visible at hotspots where learners tend to waste water. (✓)
- helping to maintain responsible use of water facilities. (✓)
- monitoring effective functioning of water facilities/tanks/boreholes. (✓)
- immediately reporting any improper use of water facilities. (✓)
- Any other **THREE** relevant responses for **ONE** mark each. (3 x 1) (3)

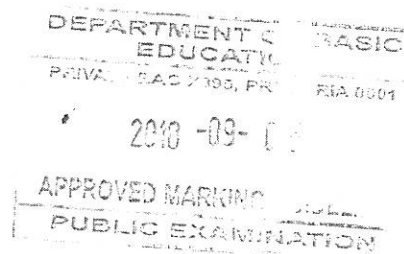
- 3.2 State **TWO** ways in which the right of access to water may be violated if there are no proper control measures to restrict water utilisation.

Marks should be awarded as follows:

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

Possible answers could be:

- Water may be shut down for a long period of time in some areas. (✓)
- Only some people may have access to alternative water resources. (✓)
- There may be unequal distribution of water to some areas. (✓)
- People, especially the poor, may not be able to pay for alternative ways to store water (containers/tanks/'Jojo tanks') (✓)
- Water tankers may not be sent to certain areas due to the geographical location. (✓)
- Any other **TWO** relevant responses for **ONE** mark each. (2 x 1) (2)



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3.3 Discuss **TWO health risks** that might affect safe and healthy living in areas where communities are subjected to severe water restrictions.

Marks should be awarded as follows:

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

Possible answers could be:

People may ...

- consume / use alternative water that is not treated/sterilised in some way(✓) which may lead to all kinds of illnesses caused by bacteria infested water.(✓)
- use grey water in an unsafe manner (✓) so they may be exposed to contaminated water leading to diarrhoea, etc. (✓)
- regard mountain/stream/fountain/dam/river water to be clear of all possible disease-causing organisms (✓) and they may contract diseases if they use it for drinking/cooking/bathing. (✓)
- not drink enough water (✓) which could lead to dehydration and the build-up of disease-causing toxins in the body. (✓)
- be exposed to food/water-borne diseases (✓) which could lead to bacterial/viral infections of the intestines. (✓)
- contract a deadly disease like listeriosis (✓) because they may not have enough water to rinse food (fruit / meat / vegetables) before consuming/ cooking it. (✓)
- contract cholera which is transmitted through faeces (✓) due to poor/unhygienic sanitation. (✓)
- contract mosquito-borne diseases (malaria) due to stagnant/standing grey water (✓) due to an increased mosquito population spreading diseases.(✓)
- not have enough water to wash their hands properly (✓) and may thereby contaminate their own food and if consumed could cause fevers/stomach aches/cramps, etc. (✓)
- fall ill (✓) through the spread of germs from unclean/dirty working surfaces to food. (✓)
- Any other TWO relevant responses for TWO marks each. (2 x 2) (4)

3.4 Explain why the national government may have to enforce water restrictions on the whole country.

Marks should be awarded as follows:

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

Possible answers could be:

It may become necessary to enforce national water restrictions so as to

- prevent the whole country from eventually having to face a water crisis (✓) should we fail to use our natural water resources sparingly. (✓)
- guarantee the sustainability of our current resources (✓) should the country not get enough rain in its due seasons.(✓)
- prevent the depletion of water resources for future generations (✓) thereby compromising / jeopardizing safe and healthy environmental conditions for them. (✓)
- secure sustainable agricultural practices (✓) thereby ensuring food security for the whole nation. (✓)
- preserve water for all people (✓) thereby ensuring that everybody will have access to water in future. (✓)

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- make people aware of the effective use of natural resources (✓) especially in the light of global warming and climate change. (✓)
- Any other relevant response for TWO marks. (1 x 2) (2)

3.5 Advise municipalities on TWO ways to reinforce positive behavioural change in households to ensure sustainability of water resources.

Marks should be awarded as follows:

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

Possible answers could be:

If municipalities would ...

- encourage / acknowledge innovative ways that households come up with to save water (✓) then that may get them and others to think about ways to improve on what they are already doing and implement it. (✓)
- do a weekly announcement on local radio stations / send bulk messages to community members by giving recognition to the households who used the least water (✓) then this may help to improve attitudes/future behaviour with regard to saving water. (✓)
- do live interviews on radio with randomly picked households on how they manage to save water (✓) which may then keep people alert on how they are using water as they may be the next to be interviewed. (✓)
- provide alternative/corrective actions to households who still do not meet the requirements (✓) then people may not be discouraged by the fact that they are still not getting it right/feel that they are being treated fairly and this may encourage positive behaviour with regard to water saving. (✓)
- ensure consistent positive reinforcement on saving water (✓) then consumers may be encouraged to maintain consistent positive behaviour towards sustaining water resources. (✓)
- subsidise water tanks to all households so that consumers may see that government is serious about saving water (✓) then people may feel more obligated to be more responsible towards maintaining water resources. (✓)
- give discounts on water bills to the households that show a decrease in water consumption (✓) this may motivate people to continue using water sparingly because they are saving money through the discounts they receive. (✓)
- educate people on alternative methods to preserve water (✓) then this may equip people with knowledge on how to conserve/maintain water resources for future use. (✓)
- enforce punitive actions e.g. fines for those who deliberately misuse water (✓) in order to encourage those who are using water sparingly to carry on doing so. (✓)
- send positive messages / feedback through emails / sms / municipal bills /local newspapers to households who do abide by the rules to save water (✓) then this may encourage others to do the same as being rewarded / getting recognition for positive actions gives one personal satisfaction. (✓)
- Any other TWO relevant responses for TWO marks each. (2 x 2)

(4)  
[15]

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TOTAL SECTION B:

30

**SECTION C**

Candidates must answer any TWO (2) questions in this section. Should the candidate answer all three questions, only the **first TWO** will be marked. The remaining question should be struck out and the following abbreviation should be written 'ENQR' (Exceeded number of questions required).

**QUESTION 4**

Candidate's response must be in paragraphs.

Define the term *recreation* and state TWO benefits of participating in recreational activities.

Marks should be awarded as follows:

ONE mark (✓) for defining recreation and ONE mark EACH (✓) for any TWO benefits of participation in recreational activities.

Definition of *recreation*:

NOTE TO MARKER:

- The emphasis has to be on participation for FUN / RELAXATION as opposed to competition.
- NO MARKS WILL BE AWARDED FOR AN EXAMPLE ONLY.

Recreation is ...

- activities of leisure time. (✓)
- leisure activities that people do for enjoyment. (✓)
- fun activities people do to maintain/improve their health and well-being. (✓)
- activities people do to restore and improve their self-image. (✓)
- when you swim / dance / cycle / play games for fun / relaxation. (✓)
- Any other relevant response for ONE mark.

(1)

AND

TWO benefits of participating in recreational activities.

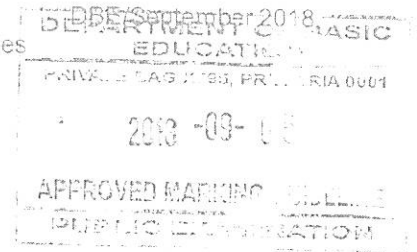
Possible benefits could include ...

- reducing muscle tension. (✓)
- helping you to relax / not putting pressure on you to compete with anyone. (✓)
- promoting mental / physical / emotional health. (✓)
- improving your social skills/well-being. (✓)
- relieving feelings of anxiety.
- giving you an opportunity to do enjoyable activities. (✓)
- adventure activities that teach the importance of trust and appropriate risk taking. (✓)
- creating valuable life long memories. (✓)
- building leadership skills through camps and organisations. (✓)
- promoting sensitivity to cultural diversity. (✓)
- eliminating loneliness and helping to conquer boredom. (✓)
- increasing community pride/strengthening neighbourhood involvement. (✓)

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- reducing crime and diminishing gang violence. (✓)
- meeting friends. (✓)
- enhancing relationship skills/teaching vital life skills. (✓)
- offering opportunities for social interaction. (✓)
- building family unity. (✓)
- *Any other TWO relevant responses for ONE mark each.*

(2) (3)

Explain **THREE** ways in which culture could influence participation in recreational activities.

Marks should be awarded as follows:

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

Possible answers could be:

In some cultures ...

- community responsibilities take priority over recreational activities(✓) as a result taking time for leisure may be seen as selfish. (✓)
- clothing requirements can restrict involvement in recreational activities (✓) thereby discouraging participation in such activities. (✓)
- their practices may affect an individual's ability to participate in scheduled recreational programmes (✓) thereby restricting them to participate in any recreational activities. (✓)
- housewives / husbands are responsible for all household duties (✓) therefore taking time away for recreation is deemed inappropriate. (✓)
- people's holistic well-being is 'left in the hands of a higher power' (✓) as a result they do not deem it necessary to do any physical activity. (✓)
- competitive sports are valued more (✓) hence taking part in relaxation activities is regarded as a waste of time. (✓)
- indigenous / community games or social activities are encouraged (✓) thereby increasing participation in recreational activities. (✓)
- *Any other THREE relevant responses for TWO marks each.*

(3 x 2) (6)

Recommend **TWO** ways how young people could use electronic/social media to promote participation in recreational activities across genders. In your answers, also indicate the impact of **EACH** of these actions.

Marks should be awarded as follows:

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

**NOTE TO MARKER:**

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

Possible answers include:

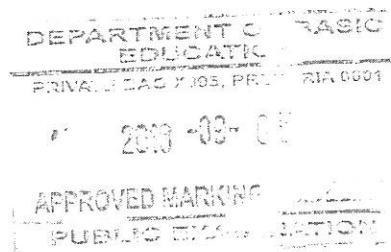
Young people could ...

- **post video clips taken at recreational events about both genders on social media platforms / internet blogs** (✓) as a way of motivating both genders to also become actively involved in recreational activities (✓) and in this way more young people may become interested in recreational activities. (✓)

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- **encourage their friends by posting pictures on social media and tagging them(✓)** so as to show how enjoyable/easy recreational activities can be (✓) and this may make them want to participate in recreational activities. (✓)
- **post time scheduled alerts on their social pages (✓)** as reminders of when followers will be able to stream live footage of recreational activities (✓) and this may make them eager to follow such activities and may spur them to participate.(✓)
- **share pictures and videos of the health benefits that both genders are experiencing since they started participating in recreational activities (✓)** so as to encourage others to follow their example (✓) and in this way they may realise that they could also benefit from participating in recreational activities. (✓)
- **create picture frames displaying slogans that are speaking against passive lifestyles (e.g. 'on strike against passive lifestyles') (✓)** to create awareness on the negative impact that inactive/sedentary lifestyles may have on the overall health of both genders (✓) and this may encourage them to start living a more active lifestyle. (✓)
- **encourage followers to update their statuses with motivational #hashtag slogans(✓)** as a strategy to promote healthy living (✓) and in this way more young people may be inspired to participate in recreational activities. (✓)
- **show pictures / videos / blogs of both males and females participating in the same recreational activities(✓)** as a way of encouraging greater participation by both genders in a variety of activities (✓) then in this way there may be an increased awareness that recreational activities can be enjoyed by both genders. (✓)
- **participate in competitions on television / talk shows on their local radio stations(✓)** to inspire other young people to participate in recreational activities(✓) and in this way more young people may want to participate for fame and recognition. (✓)
- **create a Facebook / Twitter / Instagram / WhatsApp page / group / internet blogs (✓)** in order to introduce both genders to different recreational activities (✓) and this may attract both genders/get them interested in participating in such events. (✓)
- *Any other TWO relevant responses for THREE marks each.* (2 x 3) (6)

[15]





## QUESTION 5

Candidate's response must be in paragraphs.

Name and define the form of corruption as presented in the cartoon.

Marks should be awarded as follows:

ONE mark for the form of corruption (✓) and TWO marks (✓✓) for the definition.

Form of corruption:

- Bribe /Bribery/Bribing (✓)

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2018-09-01

Definition of bribery:

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NOTE TO THE MARKER:

- Learners must mention monetary / material gain in exchange for a favour.

Bribery is ...

- the offering / giving / receiving / accepting of something valuable (✓) for the purpose of influencing someone in their position of power for an illegal favour.(✓)
- providing / receiving payment (✓) in order to persuade a person to betray their responsibility to do something unlawful/dishonest for you. (✓)
- money / favours given (✓) in order to influence the conduct of a person in a position of trust. (✓)
- trying to convince someone to do something unlawful/dishonest/illegal for you(✓) by giving them money/gifts/doing favours. (✓)
- Any other relevant response for TWO marks.

(2) (3)

Explain THREE possible consequences that corruption may have on a *person's career*.

Marks should be awarded as follows:

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

Possible answers could be:

The consequences of corruption on the *person's career* may be that ...

- the **reputation** of the person may be **tarnished/ruined** (✓) which means that they may find it difficult to be employed again. (✓)
- they could be **fined / charged** (✓) and may not be trusted at work anymore.(✓)
- they could **face being demoted** and this may cause them to not perform up to their level best/full potential/capability (✓) and this may lead to them being first in line to face retrenchment. (✓)
- they may **not be considered for any promotional posts** (✓) thereby **hampering their professional growth/development** in their career. (✓)
- they could be **imprisoned/sentenced to jail/lose their job/fired** (✓) and this may lead to the end of their career.(✓)
- the person could **lose their status as a role model/mentor** in their career (✓) and this may demotivate them from aspiring to be a role model/mentor in their career again. (✓)
- Any other **THREE** relevant responses for **TWO** marks each.

(3 x 2)

(6)

Recommend TWO actions that a company could take to prevent corruption from occurring in the workplace. In your answers, also show how each action may help prevent corruption.

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Marks should be awarded as follows:

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

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NOTE TO MARKER:

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

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Possible answers could be:

Companies could ...

- **strengthen their standards of integrity / respect / honesty** through company policies and codes of conduct (✓) then these values would be reinforced (✓) which may then make it easier for employees to abstain from engaging in corrupt activities. (✓)
- **adopt anti-corruption measures** and align these measures with the general legal laws of the country (✓) then people may be more cautious (✓) because they may then be afraid of being subjected to harsher punishment. (✓)
- **educate workers** on the different types of corruption (✓) which may eliminate ignorance amongst them/they will become more knowledgeable on the issue(✓) and this may help them not to fall victim to acts of corruption so easily. (✓)
- **allow workers to engage/participate in problem solving** with regard to corruption/identify issues leading to corruption (✓) then there may be shared responsibility in combating corruption (✓) and this may encourage them to take ownership of and be more accountable for their actions. (✓)
- **use technology (e.g. polygraph machine) to put more effective systems in place to fight corruption**(✓) which may eliminate/lessen opportunities to commit acts of corruption (✓) and in this way fewer people may get involved in acts of corruption. (✓)
- **punish people as soon as they are found guilty of corruption** (✓) which may discourage future acts of corruption from taking place (✓) and this may decrease the number of people being involved in corrupt activities. (✓)
- **pay / compensate workers well** (✓) which may prevent them from supplementing their income in an illegal/'unofficial' manner (✓) and this may limit corruption in the work place. (✓)
- **ensure that there is transparency/openness** with regard to spending procedures/budgets/administrative/financial management (✓) which may prevent/create less opportunity for abuse/misuse/mismanagement of funds (✓) and then there will be more accountability by both employers and workers. (✓)
- **encourage/reward participation in anti-corruption campaigns** in the workplace(✓) which may motivate workers to oppose corruption (✓) and then they will not turn a blind eye to corruption in the work place. (✓)
- **provide a safe platform for/reward whistle-blowers**(✓) which may minimise the fear of being victimised for reporting corrupt activities (✓) and people may be more free to report corruption thereby eliminating corrupt activities in the work place. (✓)
- *Any other TWO relevant responses for THREE marks each.*

(2 x 3)

(6)

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## QUESTION 6

Candidate's response must be in paragraphs.

Define the term *heart diseases* and state TWO risk factors that might contribute to the development of these conditions.

Marks should be awarded as follows:

ONE mark (✓) for the definition of *heart diseases* and ONE mark EACH for any TWO risk factors. (✓✓)

### NOTE TO MARKER:

- Candidates should not be credited for giving *examples* of heart diseases.

Possible answers could be:

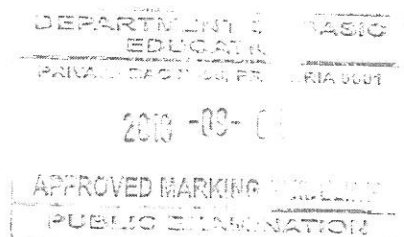
#### Definition of *heart diseases*:

- Abnormalities / ailments of the heart and blood vessel system. (✓)
- Disorders / abnormalities / injuries that affect the heart and the way the body circulates blood. (✓)
- Coronary / cardiovascular diseases (✓)
- Any other relevant response for ONE mark. (1)

AND

#### Risk factors that may contribute to heart diseases:

- Longstanding poor health. (✓)
- Poor metabolic functions. (✓)
- Elevated stress levels. (✓)
- Poor diet (✓)
- Being overweight (✓)
- Lack of exercise (✓)
- Sedentary / passive / inactive lifestyle. (✓)
- Smoking / overuse or abuse of alcohol/substances. (✓)
- It could be genetic / hereditary. (✓)
- Hypertension / high blood pressure / low blood pressure / diabetes / cholesterol (✓)
- High sodium intake (✓)
- Malfunctioning thyroid gland (✓)
- Any other TWO relevant responses for ONE mark each. (2) (3)



Explain THREE ways in which a lack of knowledge about heart diseases could influence young people's attitude towards these diseases.

Marks should be awarded as follows:

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

#### Possible answers could be:

A lack of knowledge could cause young people to ...

- be unaware of the signs and symptoms/the fact that they may be at risk of developing heart and circulatory system diseases (✓) and they may not attend to existing health problems. (✓)
- think that it is not necessary to go for regular check-ups (✓) and hence the disease may not be detected/picked up early enough. (✓)

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- not take precautions for their physical well-being (✓) as they may think that things like heart failure/strokes may not affect them. (✓)
- think that they are not at risk if they are physically active (✓) as they may not realise that strenuous activities could put more strain on the heart of someone who may not know that they have a heart condition. (✓)
- Any other THREE relevant responses for TWO marks each. (3 x 2 (6))

Recommend TWO practical activities that young people could initiate to raise awareness about heart diseases in their school communities. In your answers, also indicate how each activity may help raise awareness.

Marks should be awarded as follows:

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

## NOTE TO MARKER:

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

Possible answers could be:

Young people could ...

- distribute pamphlets / put up posters obtained from local health services at schools (✓) which then makes information easily accessible to all learners (✓) and they may then be able to make more informed decisions about their own health with regard to heart diseases. (✓)
- organise educational talks / information sessions at school by health professionals (✓) and in this way they may inform and educate all learners on the topic (✓) which may then give learners an opportunity to engage in discussions on their own health issues which may lead to heart diseases. (✓)
- arrange with the health department for mobile clinic services to do free testing at school / in the community (✓) which may then create ample opportunities for all to be tested (✓) and in this way learners may get to know about possible health issues related to the heart at an early stage. (✓)
- arrange with local pharmacies for free testing once a month (✓) which may encourage them to become more aware of/know their health statuses (✓) and hence they may take necessary corrective actions. (✓)
- start call-in radio talk programmes / write short news flashes to be broadcasted (✓) which may give people the opportunity to share their stories/ experiences on heart diseases (✓) and thereby creating greater understanding and awareness about heart ailments. (✓)
- create a page for the school on social media to regularly post information on heart diseases (✓) which may serve as a platform for discussion (✓) and this may contribute to sustaining awareness on the topic. (✓)
- Any other TWO relevant responses for THREE marks each. (2 x 3)(6)

[15]

TOTAL SECTION C: 30  
GRAND TOTAL: 80

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