



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
SEPTEMBER 2022
MARKING GUIDELINES**

MARKS: 100

These marking guidelines consist of 23 pages.

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | | |
|-----|-------|---|-----|-----|
| 1.1 | 1.1.1 | B | (✓) | |
| | 1.1.2 | D | (✓) | |
| | 1.1.3 | A | (✓) | |
| | 1.1.4 | D | (✓) | |
| | 1.1.5 | C | (✓) | (5) |
-
- | | | | | |
|-----|-------|---|--|-----|
| 1.2 | 1.2.1 | Kinaesthetic/tactile/physical learning style (✓) | | (1) |
| | 1.2.2 | Democracy/democratic participation (✓) | | (1) |
| | 1.2.3 | Investigative journalism/investigation/investigative research methods/
investigating/media forensics (✓) | | (1) |
-
- | | | | | |
|-----|-------|--|--|--|
| 1.3 | 1.3.1 | Differentiate between the responsibilities of national and provincial governments in ensuring safe and healthy living for all citizens. | | |
|-----|-------|--|--|--|

Marks should be awarded as follows:

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

The national government...

- creates/amends/carries out/implements/approves laws that promote safe and healthy living for the whole country, (✓) whereas the provincial government creates/carries out implements/approves laws that affect their own provinces only. (✓)
- establishes legislation and standards for the safe and healthy living of the nation, (✓) whereas the provincial government ensures that local governments conform with these national policies. (✓)
- coordinates and monitors national programmes dealing with safe and healthy living, (✓) whereas the provincial government implements the policies in line with these programmes. (✓)
- provides support to other levels of government on policies concerning health and safety, (✓) whereas the provincial government coordinates provincial plans to put these policies into action. (✓)
- provides funds/regulates/controls the provision of health and safety services in the country, (✓) whereas the provincial government provides financial/human/technical resources to local government to ensure the delivery of the services. (✓)
- intervenes where there is lack of capacity for the implementation of health and safety programmes in the provinces, (✓) whereas the provincial government ensures that the national interventions are carried out. (✓)
- conducts budgetary processes for allocation to provinces based on the needs identified; (✓) whereas provincial government further allocate budgets to local municipalities according to their needs. (✓)
- Any *ONE* of the above responses for TWO marks. (1 x 2) (2)

1.3.2 **Explain ONE way in which you could adapt community sports/games to accommodate people with different disabilities.**

Marks should be awarded as follows:

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

You could ...

- pair people with disabilities with abled people/constantly rotate such teams (✓) so that the abled may act as a support base for the disabled in completing the physical activity. (✓)
- adjust the physical activity by using equipment that may accommodate disabled people (✓) in such a manner that the activity is fair to all/may ensure safety. (✓)
- use pictures to explain/modify the rules of the game instead of only doing it verbally (✓) to accommodate people who may have a disability. (✓)
- adjust times/allow for breaks in between the games/sports activities(✓) as this may allow disabled people to recover from any exhaustion.(✓)
- adapt the size of the playing ground/infrastructure (✓) to allow for flexibility/make it user friendly/ in cases where people are using equipment to support their disabilities. (✓)
- introduce disability friendly games (✓) that may be inclusive of everyone. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

1.3.3 **Discuss ONE benefit of visualising the information that you study.**

Marks should be awarded as follows:

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

It may help you to...

- make sense of what you are studying/store information in the long-term memory (✓) which may make it easier to recall information. (✓)
- pay full attention/be more focused on what you are studying, (✓) making it easier to understand/memorise what you are studying. (✓)
- capture/retain a large amount of information (✓) as the picture formed in your mind may be a summary of the overall content. (✓)
- pair information/concepts with meaningful images/strengthen the way you learn (✓) which may increase the possibility to remember information. (✓)
- process visual information more efficiently than texts (✓) since graphic presentations may enhance your understanding of the information. (✓)
- stimulate your imagination through photographs/charts/diagrams,(✓) enabling you to process information faster. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

1.4 1.4.1 State TWO factors which may have shaped your belief system.**Marks should be awarded as follows:**

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

Possible answers could include:

- Early relationships with family and/or friends. (✓)
- Significant experiences you may have had in life. (✓)
- Positive/negative events/situations you may have been exposed to in your life. (✓)
- Influential people/influencers, e.g., people you may have regarded as role models. (✓)
- The religion you may have followed since the early stages of your life. (✓)
- Cultural/traditional beliefs/faith/customs of the community/values learnt from family/environment you may have grown up in. (✓)
- The type of media you may have been exposed to in your life. (✓)
- The way you may have been brought up/educated/taught. (✓)
- Any *TWO of the above responses for ONE mark each.* (2 x 1) (2)

1.4.2 Define the term *ideologies*.**Marks should be awarded as follows:**

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

Ideologies are ...

- ideas that define a particular group of people (✓) which may refer to political/social/economic ideas. (✓)
- the principles that are inherent to a group of people (✓) which describes what they believe in. (✓)
- ideas that a group of people adhere to (✓) and forms part of their distinct identity. (✓)
- mind-sets that a society may conform to (✓) that forms the operating principles for a particular society. (✓)
- thoughts/philosophies that are ascribed to a group of people (✓) which define their uniqueness/individuality. (✓)
- beliefs that influence a group of people (✓) which shapes how they think about the world. (✓)
- Any *ONE of the above responses for TWO marks.* (1 x 2) (2)

1.4.3 Suggest ONE way in which your belief system could influence your personal lifestyle choices. Motivate your answer.**Marks should be awarded as follows:**

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

***Note to teacher: Learners should not be awarded marks for giving examples**

Possible responses could include:

- Your beliefs on the type of lifestyle you want to live in the future (✓) may affect the goals you set/career choices you make in life. (✓)

- The morals/values you believe in (✓) may influence the type of friends you choose/activities you may engage in/the type of clothes you wear/help you to embrace your sexual orientation. (✓)
- The type of lifestyle you may choose to follow (✓) may be influenced by false beliefs you may have developed based on your life experiences. (✓)
- What you believe to be right about your physical/emotional well-being(✓) could determine whether you may make decisions that would either benefit or be harmful to your overall health. (✓)
- You may wrongly believe that nothing you have tried so far works out for you/nothing in your life is improving (✓) which may cause you to lose faith in things that actually do/could work, hence making decisions that could hamper your personal/professional growth. (✓)
- How much you value/care about the environment could affect how you conduct yourself in your surroundings (✓) as you would be mindful of what kind of behaviour is acceptable/unacceptable towards the environment. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

TOTAL SECTION A: 20

SECTION B (COMPULSORY)

1. In this section, candidates' answers must be written in full sentences as far as possible. Hence, within a 3- or 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
2. It must be noted that in each category of the candidates' efforts, a distinction must be made between **excellent**, **good**, **satisfactory** and **poor** responses.

QUESTION 2**2.1 Define the term *job contract*.****Marks should be awarded as follows:**

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

It may refer to the ...

- written agreement between the employer and the worker (✓) that offers clear guidelines/expectations of the job. (✓)
- binding document between the employer and worker (✓) that specifies the details about the worker's duties/responsibilities/obligations. (✓)
- signed agreement between the employer and the worker (✓) that is bound by law. (✓)
- legal written guidelines (✓) that aims to promote good working relationships between the employer and the worker. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

2.2 State TWO ways in which trade unions could assist workers in addressing non-compliance of working conditions.**Marks should be awarded as follows:**

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

Trade unions could ...

- conduct regular surveys with their members on non-compliance. (✓)
- have induction workshops on labour matters/educate members on how to identify poor labour practices. (✓)
- provide methods for workers to report any non-compliance. (✓)
- ensure that workers can report non-compliance without fear of victimisation.(✓)
- organise legal strikes/protests/mass action/picketing/submit petitions dealing with issues of non-compliance. (✓)
- enforce labour laws on behalf of their members. (✓)
- regularly monitor whether new policies or procedures do not disadvantage workers/act as an impartial party to assess non-compliance in the workplace.(✓)
- empower workers to monitor/improve/take ownership of their own work conditions. (✓)
- regularly update workers through forums on workplace practices that may affect them directly. (✓)

- advise workers on how to complete reports on non-compliance. (✓)
- investigate claims/negotiate on behalf of workers/represent workers in meetings with the employer/disciplinary hearings/labour disputes arising from non-compliance. (✓)
- *Any TWO of the above responses for ONE mark each.* (2 x 1) (2)

2.3 Explain why the Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997), protects under-aged children from working in a formal work environment.

Marks should be awarded as follows:

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

Possible answers could include:

- The responsibilities of a formal job may add stress to a child's life (✓) as they may not be emotionally ready to deal with the failures/challenges of tasks. (✓)
- A formal working environment may expose under-aged children to inappropriate situations/unlawful activities/dangerous working environments/people (✓) which they may not be able to cope/deal with/may endanger their health/safety. (✓)
- Early engagement with the demands of the adult world (✓) may lead to children not knowing how to deal with the effect of their childhood ending too soon. (✓)
- Underaged children may be unskilled for specific jobs (✓) and therefore it may be too labour intensive for their physical capacity. (✓)
- Children working at such a young age (✓) may be deprived of their legal/democratic right to education. (✓)
- Children earning their own money at such a vulnerable stage of their lives (✓) could spend the money unwisely/be financially exploited by adults. (✓)
- Young working children may be abused/exploited by adults/not be paid accordingly/underpaid for their labour (✓) and may unknowingly become victims of human trafficking/slavery. (✓)
- Young children may adopt bad habits from adults (✓) which may endanger/compromise their overall health/mental well-being/safety. (✓)
- According to the Act “a child is not a legal person” (✓) and therefore a child is protected from being exposed to any legal processes which may occur in a formal work environment. (✓)
- Children have little or no information about their rights (✓) and may easily be abused in a working environment/have to work long hours and not being paid appropriately. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)
-

2.4 How could an employer assist a young worker to minimise the consequences of misreading or not reading a job contract?

Marks should be awarded as follows:

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

Employers could ...

- ensure that the lawyers who are drawing up these contracts, simplify the language (✓) so that workers who are not fluent readers may also understand what they read/sign. (✓)
- allow workers to read their contracts at home/create a favourable environment/atmosphere for workers to read and sign their contracts/provide electronic copies (✓) so that they may not feel threatened/pressurised in any way/read it in their own time. (✓)
- have translators/interpreters available/explain the contract to workers to assist with first/second additional language speakers (✓) since the language used in these contracts may be more difficult to understand for such workers.(✓)
- set aside a specific date and time/training sessions/conduct inductions for workers to be assisted by the human resource practitioner/trade union members/pro-bono lawyers/legal advisers/mentors/independent consultants to help clarify any possible queries/uncertainties in the contract (✓) which may prevent any misunderstanding of regulations as stipulated in the contract/help them to make more informed decisions. (✓)
- have animations/drawings/simulations included in the contracts (✓) so that workers with disabilities/learning difficulties may also have a clear understanding of their conditions of service. (✓)
- ensure that contracts are legible/neatly typed (✓) so that workers may not misunderstand the content of the contract. (✓)
- ensure that the agreed conditions of work is not written in fine print (✓) so that workers may not overlook important details of the contract. (✓)
- allow employees to ask questions about the contents of the contract (✓) and in this way they can ensure that the content is interpreted correctly. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

2.5 Assess TWO advantages for an employer who provides workers with a job contract.

Marks should be awarded as follows:

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

It may ...

- minimise incidents of non-compliance by workers an employer may have to deal with on a daily basis (✓) and this may send a clear message to workers of the legal rights an employer may have in the event of breach of contract/labour disputes.(✓)
- help the employer to establish the necessary structure/order in the work place(✓) thereby reducing possible risks/penalties the employer may have to manage/face. (✓)
- protect the business/company through policies included in the contract(✓) thereby reducing the possibility of legal claims against the employer. (✓)

- protect sensitive information of the company/employer (✓) as the employer may have included confidentiality clauses in the contract. (✓)
- ensure that the employer provides the worker with a full job description in writing (✓) whereby the employer would have a reference in the event of workers not fulfilling their duties. (✓)
- safeguard the employer by preventing workers from becoming their opposition after leaving the company (✓) as it may prevent/forbid workers to sell/offer the same products/services. (✓)

An employer may use the job contract to ...

- attract highly skilled/sought-after workers (✓) which may ensure that possible candidates would not consider to work for the competition. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

2.6

Examine why it is important for a worker to review a job contract. In EACH answer, also indicate how reviewing it may benefit the worker.

Marks should be awarded as follows:

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

Possible answers could be:

- You may realise that your job description has changed/have gained new skills(✓) and you are not being compensated accordingly, (✓) which may then enable you to renegotiate your salary. (✓)
- The working conditions of workers may need to improve (✓) since it may not be in accordance with the applicable labour law (✓) and if workers would ensure that these amendments are effected in their contracts, they may legally be entitled to more conducive working environments. (✓)
- The company may upgrade equipment in order to meet the 21st century technological advances (✓) and as a worker you may need to be upskilled,(✓) which may then ensure that you hold the employer accountable for the relevant training that you may require to be efficient in your job. (✓)
- The employer may have to amend the job contract to accommodate reasonable concerns/requests of workers/mistakes in the job contract, (✓) so it would be important for workers to confirm that these changes reflect in the job contract, (✓) and this would then ensure that their demands are met/corrections are effected. (✓)
- The company may expand the business (✓) and the contract may have changed, indicating that workers would be eligible for promotion/salary increases, (✓) and workers who would be aware of these improvements could then ensure that the employer complies with such agreements.(✓)
- An employer may have indicated a decrease of overtime hours in the contract(✓) and workers who would familiarise themselves with these changes (✓) may then ensure that they are not being exploited by exceeding the overtime as stipulated in the contract. (✓)
- Workers who would be up to date with their job contracts (✓) and who may want to leave the company to pursue better opportunities at another company(✓) may know that they would be relieved from their contract of employment without being penalised. (✓)

- It may help a worker to reaffirm what is expected of them (✓) thereby reassessing whether the duties and responsibilities is what they has actually agreed to (✓) and this may protect them from any loopholes that they may have missed before. (✓)
 - *Any TWO of the above responses for THREE marks each.* (2 x 3) (6)
- [20]**

QUESTION 3

3.1 Define the term *human life cycle*.

Marks should be awarded as follows:

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

Definitions:

- The stages of growth/change (✓) that characterise a human life from beginning to end. (✓)
- A person's growth/progression (✓) through the different stages of development in one's life. (✓)
- The developmental stages (✓) that occur during a person's lifetime. (✓)
- The different stages of life (✓) that a human being goes through from birth to death. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

3.2 Indicate how an adolescent could deal effectively with an identity crisis as part of the life cycle.

Marks should be awarded as follows:

ONE mark (✓) for each response.

You could ...

- get clarity within yourself about what you do and do not like. (✓)
- focus on the things that gives meaning to your life. (✓)
- identify/find support networks/participate in different activities to get to know yourself better, i.e., family/friends/community/church/support groups, etc. (✓)
- stay true to yourself/accept who you truly are. (✓)
- speak up about your feelings/views on life. (✓)
- determine what makes you happy. (✓)
- avoid judging/being too hard on yourself. (✓)

- ask for help when you feel that you cannot cope with certain things in life. (✓)
- revisit your values and beliefs/culture/religion for guidance. (✓)
- be mindful of how you deal with peer pressure/influences. (✓)

You should not ...

- feel obligated to live up to anybody else's expectations. (✓)
- *Any TWO of the above responses for ONE mark each.* (2 x 1) (2)
-

3.3 Explain why it is important to have knowledge about the human life cycle.

Marks should be awarded as follow:

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

It may help you to ...

- be better prepared on/know beforehand what to expect during each phase of the human life cycle (✓) which may assist you in accepting the course of life.(✓)
- accept the physical and/or emotional changes that we have to go through as human beings (✓) thereby making it easier to make peace with the inevitability of each stage of life. (✓)
- gain a better understanding of why you experience life the way you do (✓) which in turn may enable you to find appropriate ways in dealing with these experiences. (✓)
- discover important aspects about yourself and others as human beings(✓) which may assist in clarifying why you and/or others behave the way you do.(✓)
- gain greater insight into how others/society/your immediate community may contribute to your physical and/or mental development (✓) which may be essential in your process of reaching maturity/growing holistically throughout your life span. (✓)
- realise that you should continue to learn and grow throughout life(✓) and that you have to apply what you have learnt in order to grow as a person. (✓)
- get a better understanding of your own life experiences throughout your life cycle (✓) which may better prepare you for possible difficulties/challenges you may experience in future. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

3.4 Discuss TWO possible reasons why most people may feel obligated to follow traditional practices.

Marks should be awarded as follows:

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

People may ...

- be afraid of being disowned/rejected/outcasted by family/peers/judged by society/want to be associated with a certain group of people (✓) and by simply keeping to traditions may be a way of avoiding possible hostility towards them/unnecessary conflict situations. (✓)
- feel that it is their duty to religiously follow the traditions in their culture (✓) to ensure that it is passed on from generation to generation. (✓)
- feel that the existing traditional rules offer them the guidance they need to live by (✓) which may make them feel safe/secure in the life decisions they have to make. (✓)

- find it easier to cling to the systems/structures that are already in place (✓) so that they do not have to figure out new ways of solving/dealing with life's problems/challenges. (✓)
- feel that they need to continue with certain practices/maintain certain views/be superstitious (✓) since they may regard it to be for the greater good/welfare of the family/society/so that misfortune may not befall them. (✓)
- do it out of respect for their ancestors/forefathers/because they may be afraid of generational curses, (✓) wanting to be at peace, knowing that they are contributing to the generational legacy. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

3.5 Assess the role of the media in promoting tolerance for different traditional practices and/or views.

Marks should be awarded as follows:

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

The media has the power to ...

- influence society/shape public opinion as to what is and what is not socially possible/acceptable,(✓) and in this way they could persuade people to be unprejudiced about/tolerate/respect other traditional practices/views. (✓)
- sway the minds of people into accepting that the reality of others are different from theirs (✓) thereby helping people to see things in a different way/not violate other people's rights. (✓)
- focus people's attention on the positive aspects of traditions that are different from theirs (✓) and in this way they may minimise traditional biases among people following different belief systems. (✓)
- speak to the unconscious/ignorant attitudes of people towards other views/traditions (✓) which may get them to reflect on their own conduct in this regard. (✓)
- deliberately spread ideas about the importance of equality/diversity in society(✓) which may create new narratives/dialogue/positive attitudes about inclusion. (✓)
- change the associations people may make/how they relate to diverse backgrounds/customs (✓) since they may be regarded as a reliable source of information. (✓)
- eliminate all kinds of social bias relating to different views and traditions(✓) as they may be in the best position to influence society to create a new reality about these differences. (✓)
- promote nation building (✓) through the coverage of various traditional sports.(✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

3.6 How could investigating other views and insights regarding life assist with your emotional development? In EACH answer, also indicate how this development could be a key to success in all areas of your life.

Marks should be awarded as follows:

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

It could assist you to ...

- become more aware of how you react to other people (✓) which may help you in looking honestly at how you think/interact with them, (✓) and in this way you may be able to build and maintain meaningful relationships with them. (✓)
- do self-evaluation on how you look at life/step out of your comfort zone (✓) which may enable you to acknowledge your own weaknesses and strengths/accept that you are not perfect (✓) and this could guide you to improve in some areas of your life in order to become a better person. (✓)
- identify with/understand the needs of those around you (✓) thereby you may be more open to/accepting of their needs, (✓) and in this way you may become more empathetic towards them. (✓)
- practise humility (✓) which may enable you to relate better to others (✓) and in this way you could refrain from stereotyping/being judgmental of others.(✓)
- become a more active listener when engaging with others (✓) which may enable you to be more open to their views (✓) and that may improve your ability to communicate more effectively with others. (✓)
- be more honest about how your actions may affect others (✓) which may help you in becoming more thoughtful of how you interact with them (✓) and in this way you may make ethical/constructive decisions that would impact positively on the lives of others. (✓)
- be mentally strong/become more mindful of how you react to challenging situations within a diverse context (✓) which may allow you to be more tolerant/understanding of particular situations (✓) and this may make you more accepting/open to the opinions of others. (✓)
- become more self-motivated/confident (✓) which may empower you to be more efficient in what you do (✓) and this in turn may enable you to be more focused on long-term personal and career goals/make more informed decisions. (✓)
- *Any TWO of the above responses for THREE marks each.* (2 x 3) (6)

[20]

TOTAL SECTION B:

40

SECTION C

1. Candidates must answer any **TWO** questions in this section. Should the candidate answer all three questions, only the **first TWO** will be marked. The remaining question should be struck out and the following abbreviation should be written '**ENQR**' (Exceeded Number of Questions Required).
2. Candidates' responses must be in the form of **PARAGRAPHS**. **Marks will only be awarded for responses written in full sentences.**

QUESTION 4**NOTE TO TEACHER:**

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

State FOUR ways in which a value-based approach could guide an entrepreneur to run a successful e-business.

Marks should be awarded as follows:

ONE mark (✓) for each response.

It may guide entrepreneurs to ...

- show the same respect for self and others they may engage with/treat customers with dignity. (✓)
- practise persistence/perseverance/diligence/fairness in the digital business world.(✓)
- be courageous/brave/bold in pursuing business opportunities online. (✓)
- build trusting/honest relationships with customers/vendors/service providers they may trade with online. (✓)
- be self-disciplined/avoid online activities that may jeopardise the business. (✓)
- maintain their credibility/integrity/protect their reputation when doing online transactions. (✓)
- take accountability for the quality of products they market online. (✓)
- communicate politely/courteously/display an accommodating attitude with online customers. (✓)
- honour timelines for enquiries/delivery/queries. (✓)
- be reliable/dependable to online customers. (✓)
- be flexible in dealing with online customers. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)

Analyse how entrepreneurs could use culture to stay competitive on current e-business platforms.**Marks should be awarded as follows:**

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

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

Entrepreneurs could ...

- transform everyday cultural products into modern cultural designs (✓) that could be marketed on different social media platforms (✓) which may also attract international customers who may otherwise not have considered purchasing cultural products from South Africa, (✓) **(one of the following outcomes)**...
 - thereby broadening their client base to a greater extent. (✓)
 - and this may establish a global client base that may be financially more viable for their business. (✓)
- create profitable blogs/vlogs by sharing recipes about cultural or traditional food/products on social media platforms (✓) which may attract a wide range of paying followers (✓) since this has become the most popular forms of marketing(✓) and this may optimise the possibility of making money online. (✓)
- host a live/on-line cultural/fashion show/offer on-line courses to teach people their language (✓) where people may register at a cost (✓) as it may ensure reaching a wider range of potential customers, (✓) thereby generating more profit at lower marketing costs. (✓)
- document cultural stories/create animations on cultural activities/events/ places(✓) that could be sold to tourist centres and be used by these centres to entertain/inform clients on their on-line marketing platforms(✓) and in this way entrepreneurs could market their business through these centres (✓) thereby creating an opportunity to expose their business to the global market. (✓)
- create e-cards/templates with traditional prints/expressions/slogans for special occasions (✓) as these could be more unique/special, (✓) which may be sought after by a specific/preferential client base (✓) and in this way they may always be guaranteed a profit from this specific niche market. (✓)
- print cultural dialects/slans on cultural dress codes/products (✓) and post them on free Blogger sites (✓) as this could help the entrepreneur to gain passive income from ad-clicks (✓) and in this way they could increase their earning potential on e-platforms. (✓)
- market traditional herbal medicine/handmade items/cultural kitchenware live on Tik-Tok/ Instagram/Facebook (✓) which may help them to earn money through user support via likes/gifts/stars, etc., (✓) which could then be converted to real money,(✓) thereby making more sales through this marketing strategy. (✓)
- host talk shows/stand-up comedy using cultural humour (✓) which could be a viable business opportunity to attract online audiences (✓) as this may be an exclusive service, (✓) giving them a competitive edge in the entertainment industry. (✓)
- use cultural material to design modern patterns/styles/types of clothing (✓) and these unique designs could be advertised on e-platforms (✓) which may attract customers from across the world, (✓) thereby expanding their client base further.(✓)

Some entrepreneurs may...

- use cultural practices to assist in advancing their businesses (e.g., fasting periods, prayer/sacrificial offerings, ceremonies) (✓) in order to receive blessings on their business ventures (✓) which, according to their cultural beliefs, may open up more business opportunities for them (✓) and thereby ensuring that their businesses may also thrive on online platforms. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

Evaluate TWO factors within a cultural group that may have an impact on one's decision to become an entrepreneur.

Marks should be awarded as follows:

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

NOTE TO TEACHER:

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

Possible answers could include:

- An inability to communicate in a preferred language may influence effective communication with potential customers (✓) and consequently this may have a negative impact on establishing a diverse target market; (✓) on the other hand if one employs staff from different language groups (✓) this could assist one in running a successful business in a location of one's preferred choice. (✓)
- Inferiority complexes characterised within certain cultural groups could cause some people to believe that they are destined for poverty (✓) and they may lack inspiration to improve their financial circumstances; (✓) however some may overcome these negative feelings of inferiority (✓) and this would spur them on to pursue opportunities in entrepreneurship to change their circumstances for the better. (✓)
- A lack of work ethos in certain cultural groups may cause financial dependency on others (✓) and people in such groups could miss entrepreneurial opportunities to improve their standard of living; (✓) whereas others who do not feel comfortable with their situation and have the desire to become financially independent (✓) would be motivated to start their own businesses. (✓)
- A lack of motivation in a family to achieve something in life/pressure from family to follow a certain career/discouraging women from working, could deter one from achieving one's goal in becoming an entrepreneur (✓) hence one may give up easily when confronted with the challenges that come with starting a business;(✓) whereas others would be motivated to prove to the family that they have the potential to realise their dream of becoming an entrepreneur (✓) and they may push against all odds to succeed as an entrepreneur. (✓)
- In some families, financial risk-taking of starting a business may be discouraged due to the fear of failure/ (✓) since it may worsen the financial burden on the family; (✓) whereas some would be willing to invest in a potential business opportunity (✓) thereby gaining an opportunity to prosper as a small business owner. (✓)

- Fear of exclusion/isolation/being looked down upon because their business venture may fail (✓) creates a sense of doubt on those who may have an interest in starting their own businesses; (✓) whereas others would use the experience of those who have failed to prove that one should not give up at the first attempt of starting a business (✓) thereby proving that one could succeed by improving their entrepreneurial skills.(✓)
- Religious/cultural views/anything that may go against one's religious beliefs may discourage investment in certain types of businesses (✓) as this could imply promoting certain unacceptable practices; (✓) whereas some people would be able to overcome this perception without disregarding/compromising their beliefs (✓) by meeting the needs of the community purely on a business level.(✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4)

(8)
[20]

QUESTION 5

NOTE TO TEACHER:

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

State FOUR reasons why it is important to consider non-verbal communication within a team.

Marks should be awarded as follows:

ONE mark (✓) for each response.

It could ...

- show you how a person is really perceiving information. (✓)
- give you a better understanding of how a person has interpreted what is being communicated. (✓)
- show how a person is really feeling about a situation. (✓)
- prevent a breakdown in communication. (✓)
- help to be aware of certain cultural gestures/body language. (✓)
- prevent misunderstanding of reactions based on different cultural beliefs/tradition.(✓)
- help you to understand that certain behaviour is not necessarily meant to offend you. (✓)
- make you aware/give you clues of how each member within a team responds to the way you communicate with them. (✓)
- give you a truer reflection of what the person may actually be thinking.(✓)
- be a more spontaneous response to what is being said/done in certain situations.(✓)
- add more meaning to what the person is saying. (✓)
- increase team morale/trustworthiness. (✓)
- it may eliminate communication gaps/conflict. (✓)
- enhance effective discussion/peaceful work environments. (✓)
- reinforce team conversations. (✓)

Any FOUR of the above responses for ONE mark each.

(4 x 1) (4)

Analyse how working from home in this new digital era may affect how you collaborate on a group project.

Marks should be awarded as follow:

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

NOTE TO TEACHER:

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

You may...

- be able to work from anywhere in the world (✓) which may still allow you to participate in a group project, (✓) ensuring that you may still meet the timeframes for the different activities (✓) and still be able to complete your tasks within the stipulated time. (✓)
- have limited opportunities to brainstorm with the team (✓) which may negatively affect you if you strongly depend on working closely with others, (✓) resulting in an inability to perform at your level best, (✓) and this in turn may have a negative impact on the outcome of a group project. (✓)
- experience difficulty in maintaining normal team interactions (✓) which may cause you to not stay connected with the team, (✓) resulting in a lack of motivation to contribute effectively to teamwork (✓) and this in turn may lead to minimal participation within a group. (✓)
- spend less time on working together with other group members (✓) since you mainly have to work on your own at home (✓) which may make it difficult for you to give proper/valuable input on the project (✓) and this could result in the ineffective functioning of the team. (✓)
- not be able to meet with the team as often as possible to discuss important aspects of the project (✓) since it may be difficult to agree on a time that may be suitable for everybody to meet online (✓) which may be a challenge because you may rely on teamwork to keep up with your part of the task, (✓) and this may result in you feeling isolated from the group. (✓)
- have limited access to valuable information/experiences/expertise from other team members (✓) since you may rely on these different sources of information in order to complete your part of the task (✓) which may affect your contribution in meeting the aims of the project (✓) and this may impact negatively on the overall quality of the project. (✓)
- experience a lack of communication from group members (✓) as some members may not adhere to the dates/times for meetings as set for the group (✓) and this
- may make it hard for you to stay motivated/focused on the task (✓) and this could impact on your progress in finalising your task. (✓)
- have inadequate resources to work from home (✓) which may affect your participation in the group (✓) and this may lead to you not keeping up with the deadlines for the task, (✓) thereby risking the completion of the group project within the stipulated timeframe. (✓)
- be unsure about individual roles/duties/responsibilities of other group members (✓) which may cause you to develop feelings of distrust towards some of them, (✓) resulting in you not doing your best (✓) and this could affect the collective accomplishment of the project. (✓)

- experience a lack of cooperation within the group due to unexpected technical glitches during online meetings (✓) which may affect teamwork, as some members may become impatient with the disruptions (✓) and this may affect your ability to work effectively with them (✓) thereby slowing down the progress of your task. (✓)
- spend less time and money on travelling to meet with group members (✓) which may allow you more time to work on your task, (✓) enabling you to complete more work within a shorter period of time (✓) and this may increase your work outcomes.(✓)
- experience less distractions when working from home, (✓) keeping you more focused on the tasks at hand (✓) which may enhance your creativity/innovation(✓) and this may show group members your ability to produce work of a high standard. (✓)
- have more resources available to access a wider range of information (✓) which may allow you to select the most relevant/applicable information for the task,(✓) resulting in you submitting a task with more current/up to date information, (✓) thereby improving the overall standard of the task. (✓)
- be more comfortable to make inputs (✓) as people who experience social anxiety may find it easier to share their opinion/ideas (✓) since working online may minimise face to face interaction/conflict with people (✓) and this may allow you to be a better team player. (✓)
- experience more stress since you may have to deal with other household chores(✓) as it may cause you to not pay full attention to your work, (✓) which could affect your overall performance, (✓) resulting in you letting the team down/delaying the processes to finish the final project. (✓)
- become lazy (✓) if you are not self-motivated/disciplined enough (✓) and you may end up making excuses when you have to submit your tasks (✓) which may result in the team not trusting in/relying on you for future projects. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

Evaluate the importance of delegating as a collaborative skill in teamwork.

Marks should be awarded as follow:

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

NOTE TO TEACHER:

- To be awarded the full FOUR marks, candidates must give a statement, (✓) qualify the statement, (✓) give a second statement,(✓) qualify the second statement. (✓)

Delegating ...

- provides advantages to both the leader and the rest of the team (✓) in that it helps to manage the workload within the group; (✓) however, if delegating is not done effectively/correctly (✓) work may be distributed to people that are not the most suited to complete the task. (✓)
- adds to the professional growth/development of team members, (✓) which also guides the leader in identifying top performers within the team; (✓) however, if delegating is not seen as an opportunity to discover weaknesses and strengths within a team, (✓) team members would be deprived of an opportunity to develop their strengths and work on their weaknesses. (✓)

- improves team members' level of competency, (✓) allowing them to gain new skills/apply new information gained in the process; (✓) on the other hand, if the existing abilities of team members are not utilised efficiently (✓) it would cause them to feel incapable of significantly contributing to the task at hand. (✓)
- is one of the best strategies to empower team members in becoming leaders themselves, (✓) giving them an opportunity to showcase their leadership skills;(✓) however, if roles are not rotated within a team (✓) other team members may not know that they also have the qualities to be a leader.(✓)
- helps to determine who the team players are, (✓) showing who are the most dependable of team members; (✓) however, if you delegate without proper knowledge of the characteristics of team members (✓) the wrong members may be entrusted with a specific task. (✓)
- offers an opportunity to assist team members in improving their abilities in working within a team (✓) emphasising the importance of working hand in hand with each other to achieve more; (✓) however, if team members misunderstand the significance of delegating (✓) they would not learn how to work harmoniously as a team. (✓)
- helps to improve the general productivity of the group (✓) in that more work would be done as tasks are shared amongst the team members based on their capabilities/expertise; (✓) however, if the team members are not given the opportunity to use their expertise efficiently/optimally (✓) the team would not produce the desired outcomes. (✓)
- helps with the execution of tasks within a given timeframe, (✓) ensuring that deadlines are met; (✓) however, if tasks are not distributed fairly,(✓) collectively the team would not meet the targets as expected. (✓)
- is an opportunity to give developmental feedback to team members (✓) and if done effectively it would contribute to the personal growth of each individual member; (✓) however, should the purpose of delegation not be appreciated by team members (✓) they would miss an opportunity for growth/development. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

QUESTION 6

NOTE TO TEACHER:

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

State FOUR ways in which young people could manage their social media footprint more effectively.

Marks should be awarded as follows:

ONE mark (✓) for each response.

You could...

- control/limit public access to your personal information on social media. (✓)
- refrain from posting scandalous information/getting involved in scandalous discussions on social media platforms. (✓)

- ensure that you conduct yourself in a respectful way as a social media friend/acquaintance to others/accept social media friends/acquaintances on your profile who conduct themselves respectably. (✓)
- share charitable deeds/activities/projects you or others may be involved with. (✓)
- celebrate others' and your own successes/achievements on your profile. (✓)
- share information about possible online courses that you or others could consider for upskilling. (✓)
- take part in online events/surveys that are aiming to address social challenges/ sign petitions intended to create awareness on social issues/ills. (✓)
- ensure to refrain from engaging in controversial/disrespectful/harmful conversations.(✓)
- avoid posting/sharing hurtful/responding to inappropriate information/material. (✓)
- refrain from encouraging others who demonstrate unacceptable conduct on these platforms. (✓)
- limit the number of social media applications you use. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1)

(4)

Analyse TWO possible negative implications that spending time on social media during working hours may have for a work place.

Marks should be awarded as follows:

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

NOTE TO TEACHER:

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

It could cause...

- workers to be less productive (✓) since attending to too many social messages and/or calls are distracting/disruptive, (✓) as workers may not be fully occupied with the work scheduled for that day, (✓) resulting in many working hours being lost on a daily basis. (✓)
- workers to not pay full attention to their work (✓) which could prevent them from prioritising their duties (✓) thus leading to workers not meeting/missing deadlines,(✓) thereby hampering the overall functionality of the company/ organisation. (✓)
- workers to make unnecessary mistakes in their work, (✓) as they perform their duties with divided attention, (✓) which could lead to a poor standard of work delivered, (✓) possibly resulting in financial losses for the company/ organisation,(✓)

It could ...

- create hostility between workers (✓) as it may then be expected of others to assist in getting the job done (✓) in order to prevent a ripple effect on other responsibilities from not being fulfilled, (✓) thereby leading to unnecessary stressful situations in the work place. (✓)

- create an idea that the company/organisation/all workers at the company have a poor work culture/are unethical (✓) thereby ruining the reputation of the company/organisation/ fellow workers, (✓) which may cause clients and/or
- potential clients/associates to not want to do business/be associated with such a company/organisation (✓) and this could ultimately lead to **(one of the following outcomes)** ...
 - needless business losses. (✓) **OR**
 - losing networking opportunities that may be essential to the growth of a company/organisation. (✓) **OR**
 - the company losing out on exceptional prospective workers who could have been a great asset to the company/organisation. (✓)
- interfere with a workers' interaction with customers, (✓) with them having the urge to meet the expectations to always respond to activities on social media platforms/fear of missing out on social media activities (✓) thereby compromising workers' devotion to their work/professional conduct, (✓) causing clients to be dissatisfied with the service they receive from that company. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

Critically discuss why it is important for an employer to enforce limitations on the use of personal electronic devices in order to protect a company.

Marks should be awarded as follows:

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

NOTE TO TEACHER:

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

Possible answers could include:

- In order to restrict irresponsible use of sensitive information of a company (✓) the use of personal electronic devices should be closely monitored (✓) as disloyal workers could retain employers' confidential information on their personal devices(✓) and this could undermine the company's policy/regulations. (✓)
- Workers could claim their own right to privacy on work that they may have done on their personal devices for the company, (✓) and they could use that information to market as their own, (✓) seriously undermining the trust relationship between the employer and worker, (✓) resulting in the violation of the company's right to their intellectual property. (✓)
- Workers may assume that they could store any work-related information on their own devices (✓) and in this way they could unknowingly share information to competitors, (✓) giving competitors unauthorised access to the intellectual property of the company (✓) which could be to the detriment of the company.(✓)
- It may prevent workers who may have ulterior motives from being disloyal to the company (✓) as they could underhandedly use certain confidential information against the company (✓) which could be regarded as deceitful practices (✓) and this could force a company to legally dismiss a worker on these grounds. (✓)

- Where the use of personal electronic devices could present a safety hazard in the work place (✓) workers have to be subjected to stricter regulations in this regard(✓) as it remains the responsibility of the employer to provide a secure work environment (✓) since the employer is legally accountable for the occupational safety of all workers in the work place. (✓)
- Workers could cause irrevocable damage to the company should they abuse the freedom to use a personal device (✓) by sharing condemning information about the company,(✓) resulting in the employer having the right to confiscate a worker's personal device to ensure that the information is removed from any of these devices, (✓) in order to protect the privacy of everyone at the company. (✓)
- Workers may feel entitled to the privacy of information on their own electronic devices, (✓) storing data about the company they may have obtained without permission, (✓) resulting in the employer including the limitation for the use of personal electronic devices in a policy document, (✓) thereby making it mandatory for all workers to adhere to these regulations. (✓)
- Workers could compromise the security of the company (✓) should they share information about the infrastructure of the company with others (✓) as this could give others knowledge about the security aspects within the company,(✓) thereby jeopardising the safety of everyone present/the security of the premises. (✓)
- Workers could take pictures/videos/voice notes of sensitive incidents/ activities/presentations at work (✓) and share these freely with others without considering the consequences for the company, (✓) having condemning repercussions for the company (✓) and the company then has to confiscate such information as it has the right to maintain confidentiality about all its business operations. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 100