



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**LIFE ORIENTATION
COMMON ASSESSMENT TASK (SUPPLEMENTARY)**

13 OCTOBER 2015

MEMORANDUM

MARKS: 80

This memorandum consists of 13 pages.

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | | | |
|-----|--------|---|-----|----------|------|
| 1.1 | 1.1.1 | A | (✓) | | |
| | 1.1.2 | C | (✓) | | |
| | 1.1.3 | A | (✓) | | |
| | 1.1.4 | D | (✓) | | |
| | 1.1.5 | B | (✓) | | |
| | 1.1.6 | D | (✓) | | |
| | 1.1.7 | B | (✓) | | |
| | 1.1.8 | C | (✓) | | |
| | 1.1.9 | B | (✓) | | |
| | 1.1.10 | D | (✓) | (10 x 1) | (10) |
- 1.2
- 1.2.1 Investigative journalists (1)
- 1.2.2 Gender imbalance is seen as unequal perceptions/treatment of people (✓) based on their gender. (✓) (2)
- 1.2.3 Any one of the following options:
whistle-blower/informant (✓) (1)
- 1.2.4 Impact study (✓) (1)
- 1.2.5 **Health:**
It is a general term describing the overall status of a person. (✓)
OR
Being in good health implies being free of illness or disease, and not suffering from any impairment or pain. (✓)
OR
A complete state of physical, psychological, social and mental well-being. (✓)
OR
Any other suitable explanation for ONE mark each. (1)
- Fitness:**
Is a measure of the amount of physical capability rather than a measure of well-being. (✓)
OR
It is a result of physical action. (✓)
OR
Good physical condition resulting from exercise and proper nutrition. (✓)
OR
Any other suitable explanation for ONE mark each. (1)

1.2.6

Three purposes of a job/employment contract:

- It offers clear guidelines for both the employer and employee on their roles and functions. (✓)
- It assists the employer in ensuring that the employee is working within the agreed conditions of service. (✓)
- It outlines working hours and days of work, job description, method and frequency of payment and overtime rates, leave and notice period for ending employment. (✓)
- It protects the employee from being exploited or being asked to render services that are not within the contract. (✓)
- It can be used as a tool to defend any party if there was a breach of contract or a dispute. (✓)

Or any other suitable purposes of a job/employment contract for ONE mark each.

(3)

TOTAL SECTION A: 20

SECTION B (COMPULSORY)

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 Marks should be awarded as follows:**

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

Social benefits of participation in indigenous games for communities are that it:

- Unites communities and neighbourhoods, which adds to community identity and creates a sense of belonging. (✓)
- Instils a sense of pride in cultural games and this inspires people to share their cultural beliefs with others. (✓)
- Promotes ethnic and cultural harmony among people as they will be able to understand and appreciate the differences of others. (✓)
- Reinforces community values and interaction between communities, and in this way promotes social cohesion and peaceful living. (✓)

Or any other well explained social benefit of indigenous games for communities for ONE mark each. (2 x 1) (2)

2.2 Marks are awarded as follows:

- TWO marks each (✓✓) for TWO well explained responses.
- ONE mark for mentioning a factor. (✓)
- ONE mark for the explanation. (✓)

Factors that may prevent the youth from participating in physical activities could be:

- Lack of motivation. (✓) Many young people show no interest in participating in any recreational activities. (✓)
- Lack of time. (✓) Many youngsters claim that they do not have time to get involved in activities. There is too much school work and studying to do. (✓)
- Low energy levels. (✓) They also claim to have no energy to participate in such sporting activities. (✓) OR they are often tired at the end of the school day. (✓)
- Environmental barriers. (✓) In many areas there is a lack of resources such as sports facilities, equipment, sports fields (✓) OR many youth are not able to go anywhere to participate in such sporting activities. (✓)
- Unsafe neighbourhoods. (✓) Crime and violence can make it unsafe to spend time outdoors, especially for activities such as jogging and running. (✓)
- Social barriers. (✓) Family influence and cultural views can limit involvement in sporting activities (✓) OR families may have negative attitudes towards participation in recreational activities. (✓)

- Tough financial circumstances could prevent participation in sports (✓) as there could be a lack of funds to purchase equipment/ sporting gear (✓) OR they may not have the funds to organise transport to venues to participate in activities. (✓)
- Laziness. (✓) Many young people have no interest in getting involved in physical activities. (✓)
- Too many other options/distractions. (✓) They are kept busy by other things such as computer games, the Internet, smart phones and other electronic devices. (✓)

Or any other relevant explanation for TWO marks each. (2 x 2) (4)

2.3 **Marks are awarded as follows:**

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

Participation in physical activity and following a balanced diet could enhance self-esteem as follows:

- Following a balanced diet and exercising can lead to a better physique, (✓) so you may also feel better about your appearance, (✓) which can boost your confidence and self-esteem. (✓)

Or any other well-explained response for THREE marks. (3)

2.4 **Marks are awarded as follows:**

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

Ways in which your school could work with community organisations to promote physical activities among all learners could be:

- Schools can work with community organisations, (✓) and develop partnerships to provide recreational activities before school, after school and during the summer holidays. (✓)
- Schools can organise friendly games with neighbouring schools, (✓) to promote rivalry and competition amongst the communities. (✓)
- The resources of the schools, such as sports fields, equipment and even teachers, (✓) could be used to get communities to participate in the games. (✓)
- Senior members of the community could be used by the school (✓) to teach and demonstrate these games to others. (✓)
- Schools could host 'competitions' on a quarterly basis. (✓) Funds could be sourced to award certificates and trophies to the winners of the events. (✓)
- Schools can promote South African heritage, values, norms, culture and history (✓) through play, leisure and competition. (✓)

Or any other suitable way to promote participation of sports in schools for TWO marks each. (3 x 2)

(6)
[15]

QUESTION 3**3.1 Marks should be awarded as follows:**

TWO marks (✓✓) for a well-formulated explanation of the difference between electronic and print media.

Difference between electronic and print media could be:

- **Electronic media** are virtual media that are viewed through videos and online articles.

OR

It is any media that is powered by electricity or batteries, such as the Internet and e-mails, websites, blogs, Facebook, Twitter, radio, TV, films and DVDs.(✓)

- **Print media** are media that are viewed through print resources, such as newspapers, magazines, pamphlets, brochures, posters and bill boards.(✓)

(1 + 1) (2)

3.2 Marks should be awarded as follows:

ONE mark (✓) each for THREE well explained reasons.

Possible reasons why electronic media has become more accessible for poorer communities:

Electronic media:

- Has become a necessity. (✓)
- Is cost effective/cheaper. (✓)
- Can be accessed in most languages. (✓)
- Is easily and readily available. (✓)
- Does not incur any travelling costs. (✓)
- Is easily accessed through electricity in most households. (✓)

Or any other suitable reason for ONE mark each.

(3)

3.3 Marks should be awarded as follows:

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

Possible ways in which learners can benefit from social media when completing formal assessment tasks:

- Social media tools such as chat rooms, learning channels, interactive social websites, and instant messaging (✓) links students to content experts and perhaps exemplars of formal tasks. (✓)
- Learners can access and discuss information within minutes from various sources (✓) and this helps them to complete tasks quicker and more easily. (✓)
- After collecting information, learners can then get assistance from peers and experts to organise information in its required format (✓) and this helps learners to ensure that the task is completed as required. (✓)
- Learners can get assistance with tasks without having to travel (✓) and this helps to eliminate time wasting and travel expenses. (✓)

Or any other response for TWO marks each.

(2 x 2) (4)

3.4 Marks will be awarded as follows:

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

Possible ways in which social media can impact negatively on citizens making informed decisions about foreign-owned businesses in a country could be:

- The social media may provide false information (✓) that could portray foreign-owned businesses negatively. (✓)
- Hackers who are against foreign-owned businesses may create incorrect information (✓) and reflect it as coming from a reliable source, such as the government. (✓)
- The social media can promote hate speech (✓) which may incite violence against foreigners. (✓)
- They can defame the characters of foreign business owners (✓) and may cause people to dislike them. (✓)
- The social media can spread rumours about the quality of the goods and services provided by foreign business owners (✓) and this may impact negatively on their businesses.

Or any other response for TWO marks each.

(3 x 2)

(6)
[15]

TOTAL SECTION B:

30

SECTION C

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

QUESTION 4

Candidate's response must be in essay form.

Write an essay on the recruitment process.

Define the term *online recruitment* and state TWO ways in which it may assist companies/organisations to find suitable employees.

Marks should be awarded as follows:

- ONE mark (✓) for a brief definition of online recruitment.
- AND**
- ONE mark (✓) each for any TWO ways online recruitment may assist companies.

Definition:

Online recruitment is when companies/organisations use Internet technology/web-based tools to advertise vacant posts on the web to target online job seekers.(✓) (1)

TWO ways in which it may assist companies/organisations to find suitable employees.

Online recruitment is:

- Cost effective as most sites post free advertisements. (✓)
- Quicker than the conventional process. (✓)
- More accessible to job seekers. (✓)
- Very transparent as it is accessible to all people. (✓)
- More effective as it gives you a bigger audience and hence a better chance of success finding a suitable employee. (✓)

Or any other relevant way to assist companies for TWO marks.

(2) (3)

Discuss the recruitment process by explaining the following steps:

- **Finding suitable applicants**
- **Processing the applications**
- **Interviewing and appointing suitable candidates**

Marks should be awarded as follows:

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

Finding suitable applicants

- The company identifies the need for a suitable person for a specific position and advertises it in the media. (✓)
- Job seekers that are interested in the position complete an application and submit it to the company on a due date. (✓)

Processing the applications

- All applications are evaluated to determine if they meet the criteria of the advertised position. (✓)
- The company will place the most suitable candidates on a short list and invite them to come for an interview. (✓)

Interviewing and appointing suitable candidates

- During the interview the panel will ask candidates questions to determine if they are suitable for the position. (✓)
- After the interview the panel will recommend the most suitable candidate to be appointed and will inform him/her in writing. (✓) (3 x 2) (6)

Explain THREE ways that show how your personal online profile/posts could negatively influence a prospective employer's view of you during the recruitment process.**Marks should be awarded as follows:**

TWO marks (✓✓) each for any THREE well explained reasons.

Possible responses could be:

- Improper online comments may give a prospective employer a negative image of you, (✓) thus making the employer hesitant to consider you for the job. (✓)
- Improper online pictures may give a prospective employer a negative image of you, (✓) thus making the employer hesitant to consider you for the job. (✓)
- Too many personal posts/constant social commentary may create a frivolous/shallow image of you (✓) and this may influence the employer to think that you are not a professional person. (✓)
- Most online posts have a timeline/history (✓) and the future employer can easily determine if you are regularly posting online content during work hours rather than doing your job. (✓)
- Revealing confidential information about your current employer online, (✓) will cause prospective employers to doubt your credibility or regard you as not trustworthy. (✓)
- Bad-mouthing your current employer/colleagues online will portray you as disloyal or as a trouble-maker, (✓) and future employers may not be willing to hire/appoint you. (✓)

Or any other relevant responses for TWO marks.

(3 x 2)

(6)
[15]

QUESTION 5

The candidate's response must be in essay form.

Write an essay on interpersonal conflict.

Explain the difference between positive and negative stress and show how a personal life crisis can result in positive stress.

Marks should be awarded as follows:

- TWO marks (✓✓) for indicating difference between positive and negative stress.
AND
- ONE mark (✓) for link between life crisis and positive stress.

Difference:

Positive stress is the stress that motivates you, encourages you and makes you push yourself. (✓) and negative stress is the stress that makes you feel unable to cope with the pressure of the stressors negatively affecting relationships. (✓) (1)

Link:

Life crisis, such as the death of the breadwinner or parent losing a job can motivate a child to work hard at school to succeed in a career. (✓) (2) (3)

NOTE: A learner may provide an example of any life crisis, but must show the link between positive stress and the life crisis.

Evaluate how each of the following personality types deals with interpersonal conflict:

- **Passive/Introvert**
- **Aggressive/Bully**
- **Assertive/Extrovert**

Marks should be awarded as follows:

TWO marks (✓✓) each for three well-formulated responses.

Possible responses could be:

- A person with a **passive (introvert) personality:**
 - Cannot make his/her own decisions/which is more likely to make him unable to cope with interpersonal conflict. (✓✓) **OR**
 - May suffer from a loss of confidence and self-esteem and may be unable to communicate effectively in a conflict situation. (✓✓) **OR**
 - May allow his basic human rights to dignity and respect to be ignored and may be powerless to defend his/her point of view in a conflict situation. (✓✓)
- A person with an **aggressive (bully) personality:**
 - May try to solve conflict by hurting others either verbally or physically and this may escalate the conflict. (✓✓) **OR**
 - May be rude and uncompromising and does not leave room for negotiation or discussion in a conflict situation. (✓✓)
- A person with an **assertive (extrovert) personality:**
 - May be able to relate well with most people because he/she may be considerate of the feelings of others when dealing with conflict. (✓✓) **OR**
 - May be able to effectively express his/her own opinions and this may help to successfully address conflict situations. (✓✓)

Or any other THREE relevant responses on each personality type for TWO marks each. (3 x 2) (6)

Justify why each of the following attitudes and behaviour will be ineffective when dealing with interpersonal conflict:

- **Avoiding conflict**
- **Competing with one another**
- **Compromising your viewpoint**

Marks should be awarded as follows:

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

Possible responses could be:

Avoiding conflict

- Avoiding conflict is an attempt to avoid directly confronting the issue at hand (✓) and is a temporary measure to buy time and does not solve the conflict. (✓)
- OR**
- Sometimes avoiding conflict is done by removing yourself from the people who cause conflict (✓) and if you are to meet or relate with the same people again for a particular purpose, the conflict may erupt again. (✓) (2)

Competing with one another

- Competing is when the concerns and positions of others are ignored when one tries to win the argument and this will not resolve conflict (✓) because either those you compete with fight back or simply give in for the sake of peace. (✓) (2)

Compromising your viewpoint

- Compromising your viewpoint is not effective because even though one agrees in the interests of peace, one may still harbour ill feelings (✓) that can surface again if the parties continue to have contact with each other. (✓)

Or any other relevant response for TWO marks each.

(2)

(6)
[15]

QUESTION 6

Candidate's response must be in essay form.

Write an essay on the evaluation of campaigns.

Give THREE reasons why you think another campaign, ZAZI, has been introduced to address the same challenges.

Marks should be awarded as follows:

ONE mark (✓) each for three relevant reasons.

Possible reasons could be:

- The **recurring prevalence** of new HIV infections, unwanted pregnancies, mother to child transmission of HIV, chronic diseases and gender-based violence has moved SANAC to come up with another campaign called ZAZI. (✓)
- SANAC has realised that **current campaigns are not effective** in addressing the challenges of lifestyle diseases and gender-based violence. (✓)
- SANAC saw the ZAZI campaign as an opportunity to **combine the efforts of different campaigns**. (✓)
- SANAC has to **adhere to the public outcry for assistance** in dealing with challenges of lifestyle diseases and gender-based violence. (✓)

Or any other suitable reasons for ONE mark each.

(3)

Assess whether the ZAZI campaign will manage to change individual behaviour in a positive or negative way and mobilise the public to take action.

Marks should be awarded as follows:

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

Positive ways:

- The effectiveness of the campaign will be hampered (✓) by the size and composition of the target group. Since the target group is too big and too diverse (✓) they may not be able to meet all people as they intend to do. (✓) (3)
- The number of objectives will have a negative impact (✓) on the success of the campaign. In this campaign there are a variety of objectives that will be difficult to coordinate (✓) resulting in negligence of some of the stated objectives. (✓) (3)

(6)

OR

Negative ways:

- The campaign will be successful (✓) because it has a large and diverse target group (✓) and it will reach out to many people. (✓) (3)
- The campaign has four broad objectives which will have a positive impact on the success of the campaign (✓) as it will be able to address many objectives at once (✓) as opposed to different campaigns addressing individual challenges. (3) (6)

Evaluate THREE ways in which the actions and behaviour of the youth may contribute to either the success or failure of such campaigns in communities.

Marks should be awarded as follows:

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

Possible responses for the success of the campaigns:

If the youth have a positive attitude towards the campaign and want to effect change in the community they may:

- Mobilise youth members to contribute to the success of a campaign (✓) by putting pressure on their peers to follow suit. (✓)
- Interact with other youth by means of social networks, (✓) which may be a valuable source to change attitudes and share information.(✓)
- They may encourage participation in activities related to the campaign (✓) which may influence a large number of learners. (✓)
- Encourage/inspire parents and family members to become involved as well, (✓) thus broadening community involvement. (✓)
- Establish smaller campaigns in their own communities (✓) to advance the ideals of ZAZI. (✓)
- Create awareness of the ZAZI campaign in their schools, church groups or communities through distribution of ZAZI pamphlets (✓) so that people become more involved in the campaign. (✓)

TWO marks each (✓✓) for any THREE well-explained evaluations. (3 x 2) (6)

Possible responses for the failure of the campaigns:

If the youth have a negative attitude towards the campaign and do not want to effect change in the community they:

- Will tend to distance themselves from taking responsibility for the community, (✓) and will shift the responsibility to adults/others. (✓)
- May not be interested in the challenges addressed by the campaign, (✓) thus may not become involved. (✓)
- May feel that if they are part of a campaign they may be alienated from their peers, (✓) and they may have an indifferent attitude towards the campaign.(✓)
- May feel violated if the campaigns use their social network sites to create awareness(✓) as it impacts on their privacy. (✓)
- May discourage participation by other youth (✓) and this may hinder youth involvement in the campaign. (✓)
- May campaign against the ZAZI initiative (✓) thereby creating confusion and uncertainty regarding the campaign. (✓)

Or TWO marks each (✓✓) for any THREE well explained evaluations. (3 x 2) (6)

NB: If learners comment on both the success and failure, their responses should be credited. [15]

TOTAL SECTION C: 30
GRAND TOTAL: 80