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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION

COMMON ASSESSMENT TASK

SEPTEMBER 2022

Stanmorephysics

MARKS: 100

TIME: 2½ hours

This question paper consists of 9 pages.

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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.

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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 correct 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 When choosing a career, the most important aspect would be to …

A evaluate the benefits and salary you may receive.
B assess whether you will develop your full potential.
C consider the geographical location of the workplace.
D examine the hours you will have to spend working.

1.1.2 An important strategy to maintain an effective study plan could include ONE of the following:

A Strictly follow all activities you set out to do
B Organise all the required assessment tasks
C Consider all relevant activities with time frames
D Adapt certain activities to ensure progress

1.1.3 ONE of the main functions of the Commission for Conciliation Mediation and Arbitration (CCMA) is to …

A facilitate the establishment of workplace forums.
B organise legal and financial support for workers.
C provide opportunities for promotion and growth.
D inspire sincerity and discipline among workers.

1.1.4 Assessing an environmental project means to …

A reduce your carbon footprint in order to prevent air pollution.
B minimise the use of electricity and water in your household.
C propose ways to source grey water when and where possible.
D consider the effect of recycling waste on your community.

1.1.5 The following are examples of fitness exercises to strengthen your core muscles:

A Push-ups, sprints and lunges
B Skipping, crunches and squats
C Crunches, sit-ups and push-ups
D Sit-ups, skipping and sprints (5 x 1) (5)

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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 1.2.3) in the ANSWER BOOK.

1.2.1 A learning style allowing you to learn best by doing, moving and touching (1)

1.2.2 A way of governance where the people of a country have the right to engage with and decide on legislation (1)

1.2.3 An evidence-based research method used by the media to expose public matters concealed by people in power (1)

1.3 Answer the following questions by writing the answer next to the question numbers (1.3.1 to 1.3.3) in the ANSWER BOOK. Write your answers in full sentences.

1.3.1 Differentiate between the responsibilities of national and provincial governments in ensuring safe and healthy living conditions for all citizens. (1 x 2) (2)

1.3.2 Explain ONE way in which you could adapt community sports/ games to accommodate people with different disabilities. (1 x 2) (2)

1.3.3 Discuss ONE benefit of visualising the information that you study. (1 x 2) (2)

1.4 Read the source below and answer the following questions. Write your answers in full sentences.

THE POWER OF OUR BELIEF SYSTEM

Our belief system, unlike ideologies, is an invisible force behind our behaviour.

[Adapted from *The Power of our Belief System* by Krysta Martynes]

1.4.1 State TWO factors which may have shaped your belief system. (2 x 1) (2)

1.4.2 Define the term *ideologies*. (1 x 2) (2)

1.4.3 Suggest ONE way in which your belief system could influence your personal lifestyle choices. Motivate your answer. (1 x 2) (2)

TOTAL SECTION A: 20

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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.

BASIC CONDITIONS OF THE EMPLOYMENT ACT – A WORKER'S UMBRELLA

South African labour laws are amongst the best in the world today, as the Constitution has established labour law rights very strongly, and over time trade unions have also been able to provide further input into labour laws.

At the centre of labour legislation is the Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997). Neither the employer nor the worker can ignore the conditions outlined in the BCEA, especially with regard to the regulations of a job contract as stipulated in the Act.

Every employer is legally obliged to provide all workers with a contract no later than the first day of employment. Employers are therefore well advised to enter into a job contract with a worker. It is also a fact that very few workers actually read the job contract before signing it.

Even though South African labour laws are fairly progressive, child labour for instance, continues to exist in a variety of labour sectors in the country. Therefore, it is important that employers have a good understanding of the BCEA to ensure that they operate in a manner that is fully compliant with labour laws.

[Adapted from http://www.chamlabour.co.za. Accessed on 2 May 2022.]

2.1 Define the term *job contract*. (1 x 2) (2)

2.2 State TWO ways in which trade unions could assist workers in addressing non-compliance with working conditions. (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. (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? (2 x 2) (4)

2.5 Assess TWO advantages for an employer who provides workers with a job contract. (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. (2 x 3) (6)

[20]

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QUESTION 3

Read the extract below and answer the questions that follow.

THE IMPORTANCE OF INVESTIGATING OTHER VIEWS AND INSIGHTS

The study of the human life cycle offers a wealth of value for our personal understanding of this ever-changing discipline, which mainly includes childhood, adolescence and adulthood.

Being open to other views and insights is the single most important quality we may need as we continue to learn and gain knowledge about the human life cycle throughout our lives. The beauty of investigating other views, insights and traditions related to the human life cycle, is that it allows us to find out so many new things and take in so many new perspectives that could assist us through life.

We are living in a world that forces us to question many things that we have come to know throughout our lives and it should be natural to assume that not everyone shares our upbringing. It may even shock us to realise that the people we may meet in our lifetime, may believe in or do things that we may not understand. Since birth we were taught everything we currently know, so seeing things from others' point of view may take time, energy and tolerance.

[Adapted from https://www.thoughtcatalog.com. Accessed on 15 February 2022.]

3.1	Define the term *human life cycle*.	(1 x 2)	(2)
3.2	Indicate how an adolescent could deal effectively with an identity crisis as part of the life cycle.	(2 x 1)	(2)
3.3	Explain why it is important to have knowledge about the human life cycle.	(1 x 2)	(2)
3.4	Discuss TWO possible reasons why most people may feel obligated to follow traditional practices.	(2 x 2)	(4)
3.5	Assess the role of the media in promoting tolerance for different traditional practices and/or views.	(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 key to success in all areas of your life.	(2 x 3)	(6)
			[20]

TOTAL SECTION B: 40

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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 questions that follow.

STAYING COMPETITIVE ON E-BUSINESS PLATFORMS

Entrepreneurship in the cultural and creative industries in South Africa is where individuals have established competitive businesses that are grounded in the arts, creatively inspired and are relevant to the cultural heritage of a specific community. In the current global market, this industry has become increasingly competitive for entrepreneurs on [1]e-business platforms.

Glossary:

[1]e-business platforms: an online space that allows entrepreneurs to manage their businesses

[Adapted from https://www.trade.gov.za. Accessed on 22 March 2022.]

Write paragraphs on ***entrepreneurship and e-businesses***.

Use the following as a guideline:

- State FOUR ways in which a value-based approach could guide an entrepreneur to run a successful e-business. (4 x 1) (4)
- Analyse how entrepreneurs could use culture to stay competitive on current e-business platforms. (2 x 4) (8)
- Evaluate TWO factors within a cultural group that may have an impact on one's decision to become an entrepreneur. (2 x 4) (8)

[20]

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QUESTION 5

Read the extract below and answer the questions that follow.

COLLABORATION: A VITAL INTERPERSONAL SKILL IN THIS ERA

Verbal and non-verbal communication skills are important when having to collaborate. In this new digital era, the ability to collaborate and delegate are even more important in ensuring the success of group projects.

[Adapted from https://pressbooks.com/essential-skills-and-collaboration. Accessed on 22 March 2022.]

Write paragraphs on ***collaboration as a conflict resolution skill***.

Use the following as a guideline:

- State FOUR reasons why it is important to consider non-verbal communication within a team. (4 x 1) (4)
- Analyse how working from home in this new digital era may affect how you collaborate on a group project. (2 x 4) (8)
- Evaluate the importance of delegating as a collaborative skill in teamwork. (2 x 4) (8)

[20]

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QUESTION 6

Read the extract below and answer the questions that follow.

MY PHONE, MY PHOTOS, MY INFORMATION, MY PRIVACY, MY SOCIAL MEDIA FOOTPRINT …

How big is the problem of young people's social media footprint and personal cellphone use at work really? More especially during working hours. Although workers have a right to privacy with regard to using their personal electronic devices at work, they can, however, not claim unlimited freedom to engage in personal interactions on social media platforms during working hours.

[Adapted from https://www.labourguide.co.za. Accessed on 1 March 2022.]

Write paragraphs on ***social media platforms and social media footprint***.

Use the following as a guideline:

- State FOUR ways in which young people could manage their social media footprint more effectively. (4 x 1) (4)
- Analyse TWO possible negative implications that spending time on social media during working hours may have for a work place. (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. (2 x 4) (8)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 100

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LIFE ORIENTATION

COMMON ASSESSMENT TASK

SEPTEMBER 2022

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 23 pages.

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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)

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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)

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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. (✓)

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- 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

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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. (✓)

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- 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)
-

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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. (✓)

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- 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. (✓)

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- 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 <u>how</u> an adolescent could <u>deal</u> <u>effectively</u> 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)
-

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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. (✓)

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- 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)

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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

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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)

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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 <u>statement</u>,(✓) <u>elaborate</u> on the statement, (✓) <u>qualify</u> it (✓) and give an <u>outcome</u>.(✓)**

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/slangs 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.(✓)

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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 strive 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. (✓)

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- 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)

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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 <u>statement</u>,(✓) <u>elaborate</u> on the statement, (✓) <u>qualify</u> (✓) and give an <u>outcome</u>.(✓)**

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. (✓)

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- 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 <u>statement</u>, (✓) <u>qualify</u> the statement, (✓) give a second <u>statement</u>,(✓) <u>qualify</u> 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. (✓)

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- 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. (✓)

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- 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 <u>statement</u>, (✓) <u>elaborate</u> on the statement, (✓) <u>qualify</u> it (✓) and give an <u>outcome</u>. (✓)**

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. (✓)

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- 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 <u>statement</u>, (✓) <u>elaborate</u> on the statement, (✓) <u>qualify</u> it (✓) and give an <u>outcome</u>. (✓)**

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. (✓)

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- 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

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