



**Western Cape
Government**

FOR YOU

Education

Life Orientation

Revision

Booklet

Gr 12

Term 2

2026

Question 1

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1– 1.1.5), for example, 1.1.26 D.

1.1.1 The purpose of the Labour Relations Act is to ...

- A. eliminate unfair discrimination and promote equal.
- B. improve employment opportunities of disadvantaged people, opportunities for all.
- C. transform South African companies by encouraging black management.
- D. rectify imbalances that exist in the workplace by improving the level of investment in education.

1.1.2 The social impact of long-term participation in physical activities will result in

- A. controlling your blood pressure.be aware of your thinking patterns.
- B. increased school performance.
- C. a favourable effect on productivity levels.
- D. better friendships and communication skills.

1.1.3 An example of unfair discrimination in the workplace is discrimination based on the ...

- A. implementation of affirmative action.
- B. requirements of a particular job.
- C. productivity of the employee.
- D. location of the employee's home.

1.1.4 The following is an example of fair discrimination:

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

1.1.5 The word 'evaluate' in an examination instruction means to ...

- A. take apart an idea, concept or statement and to examine or criticise its subparts in detail.
- B. place items side by side to consider their similarities and differences to formulate a balanced (objective) answer.
- C. provide an itemised series of parts, reasons or qualities, possibly in a table, and to draw a final conclusion.
- D. describe, give examples, state points for and against, then to analyse and make a judgement in the conclusion.

1.1.6 A CV is best described as:

- A. A social media profile
- B. A document summarising qualifications and experience
- C. A personality test
- D. A job interview script

1.1.7 The most important factor in career choice is:

- A. Friends' opinions
- B. Salary only
- C. Interests and abilities
- D. Fashion trends

1.1.8 A healthy way to manage stress is:

- A. Avoid studying
- B. Exercise regularly
- C. Sleep less
- D. Ignore deadlines

1.1.9 Human rights in South Africa are protected by the:

- A. Labour Act
- B. Constitution
- C. School policy

- D. Traffic laws

1.1.10 Entrepreneurship refers to:

- A. Working for government
- B. Starting a business
- C. Writing exams
- D. Studying only

1.1.11 Peer pressure often leads to:

- A. Better decisions
- B. Risky behaviour
- C. Higher marks
- D. Better sleep

1.1.12 Required job application document:

- A. CV
- B. Textbook
- C. Notebook
- D. Timetable

1.1.13 Important interview skill:

- A. Communication
- B. Gaming
- C. Drawing
- D. Sleeping

1.1.14 Youth unemployment can be reduced by:

- A. Avoiding school
- B. Skills development
- C. Waiting at home
- D. Changing careers often

1.1.15 Discrimination refers to:

- A. Fair treatment
- B. Equal opportunity
- C. Unfair treatment
- D. Teamwork

1.1.16 The right to "Freedom of Expression" in South Africa does NOT include:

- A. Freedom of the press.
- B. Advocacy of hatred based on race.
- C. Freedom of artistic creativity.
- D. Freedom to receive information.

1.1.17 Which chapter of the Constitution contains the Bill of Rights?

- A. Chapter 1.
- B. Chapter 2.
- C. Chapter 3.
- D. Chapter 9.

1.1.18 An example of an "agent of democracy" is:

- A. The Police.
- B. The Public Protector.
- C. A local celebrity.
- D. A private bank.

1.1.19 "Cyber-wellness" refers to:

- A. Buying new computers.
- B. Physical exercise using apps.
- C. Positive and responsible behavior online.
- D. Internet speed.

1.1.20 The "Fourth Estate" is a term commonly used to describe:

- A. The Judiciary.
- B. The Media.
- C. Parliament.
- D. The President.

1.1.21 Which ideology prioritizes community wellbeing over individual profit?

- A. Materialism.
- B. Ubuntu.
- C. Capitalism.

D. Individualism.

1.1.22 Investigative journalism is crucial because it:

- A. Provides sports scores.
- B. Uncovers corruption and power abuse.
- C. Entertains the public.
- D. Predicts the weather.

1.1.23 A "Digital Footprint" consists of:

- A. Your actual shoe size.
- B. The history of your online activity.
- C. The number of apps on your phone.
- D. Your Wi-Fi password.

1.1.24 Human rights are "inalienable," meaning:

- A. They only apply to citizens.
- B. They can be sold.
- C. They cannot be taken away.
- D. They are only for adults.

1.1.25 Which organization focuses specifically on protecting the rights of workers?

- A. IEC.
- B. Trade Unions.
- C. Greenpeace.
- D. Gift of the Givers.

1.2 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.2.1–1.2.4).

1.2.1 When you are hurting, disrespecting or acting against someone's rights.

(1)

1.2.2 A planned series of actions intended to achieve a particular aim.

(1)

1.2.3 The act of excluding or treating someone unfairly based on their gender.

(1)

1.2.4 The supreme law of the Republic of South Africa and provides the legal foundation for existence in our country. Its sets out laws, rights and duties of all citizens.

(1)

1.2.5 The biased reporting of news to favour one political party.

(1)

1.2.6 A person who exposes secretive information regarding illegal activities in an organization.

(1)

- 1.2.7 A form of media that includes Facebook, X (Twitter), and TikTok. (1)
- 1.2.8 The process of gathering and analyzing data to expose wrongdoing. (1)
- 1.2.9 A worldwide campaign to stop violence against women and children (Starts 25 Nov). (1)
- 1.2.10 The state of being protected from harm or danger online. (1)

1.3 Answer the following questions by writing the answer next to the question number (1.3.1– 1.3.5). Write your answer in full sentences.

- 1.3.1 Propose THREE ways in which your community can support the 16-days of Activism Campaign or any other similar campaign. (3 x 1) (3)
 - 1.3.2 Distinguish between discrimination and xenophobia. (2 x 2) (4)
 - 1.3.3 Responsible citizens are expected to vote in government elections. Give TWO reasons why young people should also vote. (2 x 1) (2)
 - 1.3.4 State TWO ways in which young people could be empowered to address racial discrimination in their school environment. (2 x 1) (2)
- 1.4 Read the scenario below then answer the questions that follow:

Lesedi posted a video of a classmate crying after failing a test. The video went viral, and now the classmate refuses to come to school.

- 1.4.1 Identify the form of cyber-misconduct Lesedi committed. (1x1) (1)
- 1.4.2 Explain how Lesedi's actions violated the classmate's right to dignity. (1x2) (2)
- 1.4.3 State TWO possible school-based consequences for Lesedi's actions. (2x1) (2)

Question 2

Read the extract below and answer the questions that follow.

STOP VIOLENCE AGAINST WOMEN

Violence against women is often ignored and rarely punished. Women and girls suffer disproportionately from violence – both in peace and in war, at the hands of the state, the community and the family.

A life free from violence is a basic human right. From the home to the conflict zone, violence against women must stop.

Amnesty International's campaign to Stop Violence Against Women:

- Pushes for the implementation of existing laws that guarantee access to justice and services for women subjected to violence including rape and other forms of sexual violence.
- Calls for new laws to be enacted that will protect women's human rights.
- Demands an end to laws that discriminate against women.
- Urges the ending of violence against women perpetrated by a state and its agents.
- Works to empower women.

(Source: Amnesty International)

Read the case study above and answer the questions.

- 2.1 What is the aim of this campaign? (2x1) (2)
- 2.2 List two ways in which you can evaluate the outcomes of the campaign. (2X1) (2)
- 2.3 What do you think can be done to ensure that the rights of women are not violated?
Give five practical suggestions. (4x1) (4)
- 2.4 Give Amnesty International advice on how to improve their campaign. Motivate your suggestions. Any TWO answers. (2 x 2) (4)

QUESTION 3

Read the extract below and answer the questions that follow.

ANOTHER CAMPAIGN CALLS ON SOUTH AFRICA'S

WOMEN AND GIRLS TO *ZAZI

*ZAZI is the name of a new campaign under the leadership of the SOUTH AFRICAN NATIONAL AIDS COUNCIL (SANAC). The campaign advocates for women to have greater access to key services and commodities that can help stop new HIV infections, minimise unwanted pregnancies, prevent mother to child transmission of HIV, ensure healthy lifestyles, early detection and management of chronic diseases and fight against gender-based violence. 'It aims to engage all sectors of society to tackle these challenges, including hosting community dialogues, talking to the youth through our campus tour programme and a very active mass media aspect to name a few,'

Bronwyn Pearce explains.

*ZAZI is a Nguni word meaning 'know yourself'.

[Adapted from www.zazi.org.za. Accessed on 4 April 2015.]

3.1 Despite many existing campaigns addressing the challenges stated in the article above, the ZAZI campaign has been introduced. Give THREE reasons why you think another campaign, ZAZI, has been introduced to address the same challenges. (3 x 1) (3)

3.2 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. (3 x 2) (6)

Question 4

Read the extract below and answer the questions that follow.

A MODEL BILL OF RIGHTS?

South Africa has a model Bill of Rights but it doesn't seem that way: the country has in many aspects failed to achieve a more socially just society since human rights violations still occur on a daily basis.

[Adapted from <https://mg.co.za>. Accessed on 19 May 2021.]

- State FOUR ways in which the Bill of Rights assists in preventing human rights violations. (4 x 1) (4)

- Analyse why human rights violations still exist in the country despite various government projects aimed at eliminating these practices. (2 x 4) (8)
- Discuss in detail how the youth could contribute to the success of community campaigns intended to promote safe living environments as a basic human right. (2 x 4) (8)

Question 5

Study the case study below and answer the questions that follow :



During the local election period, an independent newspaper published reports on allegations of misuse of public funds by several councillors after checking official documents and interviewing community members. Journalists presented the facts fairly and gave all parties an opportunity to respond, showing the importance of objective reporting during elections. At the same time, residents used social media to organise a peaceful

clean-up campaign and community meeting, while others warned people not to share unverified stories and sensational crime posts that could harm victims and spread false information.

- 5.1 Define "Freedom of the Press." (1x2) (2)
- 5.2 Describe TWO ways the media acts as a "watchdog" in society. (1x2) (2)
- 5.3 Explain why journalists should remain objective when reporting on elections. (1x2) (2)
- 5.4 Discuss how social media can be used to mobilize community action. (2x2) (4)
- 5.5 Recommend TWO strategies for youth to verify "fake news" before sharing it. (2x2) (4)
- 5.6 Assess the impact of sensationalized media coverage on a victim of a crime. (2x3) (6)

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]

- 6.1** State FOUR ways in which young people could manage their social media footprint more effectively. (4 x 1) (4)
- 6.2** Analyse TWO possible negative implications that spending time on social media during working hours may have for a workplace. (2 x 4) (8)
- 6.3** Critically discuss why it is important for an employer to enforce limitations on the use of personal electronic devices to protect a company. (2 x 4) (8)

Question 7

7.1.1 Which ONE of the following topics is an environmental issue?

- A. Depletion of resources
- B. Homelessness
- C. Teenage pregnancy
- D. Substance abuse

7.1.2 Identify the correct statement regarding community service:

- A. Community service is the responsibility of every citizen.
- B. It is the sole responsibility of the government to help those in need.
- C. Funds are always readily available to launch a community project.
- D. It is not necessary to plan before doing a community project.

7.1.3 **A municipality may have by-laws for ...**

- A. emergency services, street trading and water services.
- B. street trading, road traffic and emergency services.
- C. water services, agriculture and road traffic.
- D. agriculture, housing and street trading.

7.1.4 **Two types of exercises that may promote one's muscular strength and endurance could**

include...

- A. sit-and-reach tests and shoulder stretches.
- B. running on the spot and a 12-minute run test.
- C. half-curl-up exercises and knee push-ups.
- D. leaning and reaching and side-plank exercises.

QUESTION 8

Read the extract below then answer the questions that follow:

INVESTIGATIVE JOURNALISM

A news report on a journalist who uncovered a multi-million-rand tender fraud.

- **Briefly state** FOUR challenges faced by investigative journalists. (4x1) (4)
- Analyse how exposing corruption promotes the constitutional value of accountability. (2x4) (8)
- Critically discuss how the media's failure to report on service delivery issues impacts a poor community. (2x4) (8)

Question 9

Read the extract below and answer the questions that follow:

MY CHOICE ...

It is both frightening and exciting to realise that you are responsible for what happens next in your life. Your lifestyle plan is a vehicle to your future destination.

- Briefly state FOUR ways media influences youth lifestyle choices. (4x1) (4)
- Analyse how the ideology of "Individualism" can affect community spirit. (2x4) (8)
- Evaluate the impact of social media influencers on the self-esteem of teenagers. (2x4) (8)

Marking Guideline**Question 1**

1.1

1.1.1 A (✓)

1.1.2 D (✓)

1.1.3 D (✓)

1.1.4 D (✓)

1.1.5 D (✓)

1.1.6 B (✓)

1.1.7 C (✓)

1.1.8 B (✓)

1.1.9 B (✓)

1.1.10 B (✓)

1.1.11 B (✓)

1.1.12 A (✓)

1.1.13 A (✓)

1.1.14 B (✓)

1.1.15 C (✓)

1.1.16 B (✓)

1.1.17 B (✓)

1.1.18 B (✓)

1.1.19 C (✓)

1.1.20 B (✓)

1.1.21 B (✓)

1.1.22 B (✓)

1.1.23 B (✓)

1.1.24 C (✓)

1.1.25 B (✓)

1.2

- 1.2.1 Human rights violations (✓)
- 1.2.2 Campaigns (✓)
- 1.2.3 Sexism/Gender Discrimination (✓)
- 1.2.4 The Constitution (✓)
- 1.2.5 Propaganda
- 1.2.6 Whistle-blower
- 1.2.7 Social Media
- 1.2.8 Investigative journalism
- 1.2.9 16 Days of activism
- 1.2.10 Cyber-safety

1.3

1.3.1

Propose THREE ways in which your community can support the 16-days of Activism Campaign or any other similar campaign.

Communities can:

- support the campaign by wearing the white ribbon during the 16-day period. (✓) A white ribbon is a symbol of peace and symbolises the commitment of the wearer to never commit or condone violence against women and children. (✓)
- participate in the various 16 Days of Activism events and activities (✓) that are usually organized by the relevant stakeholders. (✓)
- assist NGOs and local community groups who support abused women and children (✓) by volunteering themselves to these organisations. (✓)
- volunteer their time and skills (✓) by helping to plant a garden at a shelter, sponsoring plastic tables and chairs for kids at a clinic or by joining an organisation as a counsellor. (✓)
- donate money or raise funds for organisations working to end violence against women and children by contributing to the Foundation for Human Rights. (✓) The Foundation receives money raised during the campaign and distributes it to non-governmental organisations. (✓)

- speak out against woman and child abuse by: (✓)

1.3.2

- **Discrimination:**

Discrimination is the unjust/unfair/unequal treatment of others (✓) because they are from a different race/ethnicity/gender/sexual orientation/ religion/or other. (✓)

AND

- Xenophobia:

Xenophobia is a special form of discrimination/prejudice/hatred/dislike (✓) against/of foreign nationals. (✓)

1.3.3

Responsible citizens are expected to vote in government elections. Give TWO reasons why young people should also vote.

Young people should vote ...

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

1.3.4

State TWO ways in which young people could be empowered to address racial discrimination in their school environment.

Young people could be educated ...

- about misconceptions of the meaning of the term racism/what the actual definition of racism is. (✓)
- on the effects of racist remarks/actions on all races. (✓)
- about peace education/human rights/democracy education. (✓)
- on strategies to deal with racial discrimination in their school environment. (✓)

Young people could be taught on how to ...

- appreciate diverse viewpoints/respect diversity. (✓)
- eliminate misconceptions/prejudices of people who are different from themselves. (✓)
- respect the history of all races. (✓)
- recognize and respect the human rights of all people despite their race/culture/nationality. (✓)
- respect and protect the cultural identity of all learners. (✓)

1.4

1.4.1 Identify the form of cyber-misconduct Lesedi committed.

- Cyberbullying (✓)
- Online harassment (✓)
- Cyber harassment (✓)
- Humiliation on social media (✓)
- Public shaming online (✓)
- Invasion of privacy (✓)
- Recording and sharing without consent (✓)
- Distribution of harmful digital content (✓)
- Defamation (if reputation was harmed) (✓)
- Emotional abuse through technology (✓)
- Digital abuse (✓)
- Victimisation through social media (✓)

1.4.2 Explain how Lesedi's actions violated the classmate's right to dignity.

- Posting the video embarrassed the learner publicly, (✓) because private emotions were exposed to others without consent. (✓)
- Sharing the learner's vulnerable moment humiliated them, (✓) as many people could watch and mock their pain online. (✓)
- The video damaged the learner's self-worth, (✓) because they were laughed at after already feeling upset. (✓)
- The learner's privacy was violated, (✓) since their emotional reaction was recorded and shared without permission. (✓)
- The viral video caused shame and humiliation, (✓) because personal distress became public entertainment. (✓)
- The learner may feel degraded and disrespected, (✓) as their feelings were not considered before posting the video. (✓)
- The post harmed the learner's reputation, (✓) because others may now judge or label them unfairly. (✓)
- The learner's confidence may be lowered, (✓) since they became the subject of ridicule among peers. (✓)
- The action undermined the learner's dignity, (✓) because every person deserves respect even when they fail. (✓)
- The learner felt unsafe returning to school, (✓) as the humiliation continued through the spread of the video. (✓)

1.4.3 State possible school-based consequences for Lesedi's actions.

- Verbal warning
- Written warning
- Final written warning
- Disciplinary hearing
- Suspension from school
- Detention
- Community service at school
- Counselling sessions

- Apology to the learner
- Parent/guardian meeting
- Confiscation/restriction of cellphone use at school
- Behaviour contract
- Referral to principal/SMT
- Social media awareness programme attendance
- Restorative justice process / mediation
- Loss of leadership position or privileges
- Monitoring of conduct
- Expulsion (depending on seriousness and school policy)

Question 2

Candidate's response must be in essay form.

2.1

What is the aim of the campaign?

- Push for the implementation of existing laws that guarantee access to justice and services for women subjected to violence including rape and other forms of sexual violence. (✓)
- Calls for new laws to be enacted that will protect women's human rights. (✓)
- Demands an end to laws that discriminate against women. (✓)
- Urges the ending of violence against women perpetrated by men, a state and its agents. (✓)
- Works to empower women. (✓)

2.2

List two ways in which you can evaluate the outcomes of the campaign.

- Identify the aims of the campaign or event, (✓) find out if these aims were achieved. (✓)
- This you can do by observing, (✓) asking questions. (✓)
- Doing research (✓) and by comparing the problem before the campaign or events. (✓)
- How the problem was solved (✓) or improved, after the campaign or event. (✓)

2.3

What do you think can be done to ensure that the rights of women are not violated? Give ANY five practical suggestions.

- Start an awareness campaign by using the media, especially social media, print media and radio.
(✓)
- Petition government for longer prison terms for violations against women. (✓)
- Argue for protection orders to be taken more seriously and enforced. (✓)
- Name and shame perpetrators of violence against women. (✓)
- Raise funds to create safe homes for victims of violence. (✓)
- Organise marches throughout South Africa to help stop the violence. (✓)

2.4

Give Amnesty International advice on how to improve their campaign. Motivate your suggestions.

- Mobilize 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 Hamba violence. (✓)
- Create awareness of the Hamba violence campaign in their schools, church groups or communities through distribution of Hamba violence pamphlets (✓) so that people become more involved in the campaign. (✓)

Question 3

3.1

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

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 realized 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 must adhere to the public outcry for assistance in dealing with challenges of lifestyle diseases and gender-based violence. (✓)

3.2

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.

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. (✓)

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. (✓)

Question 4

4.1

State FOUR ways in which the Bill of Rights assists in preventing human rights violations.

The Bill of Rights ensures that ...

- the rights of all people are always protected. (✓)

- all legislation is in compliance with the guidelines/regulations as stipulated in this document. (✓)
- all citizens enjoy the benefit of the law. (✓)
- social order in the country is always upheld. (✓)
- provision is made for redress/correcting the wrongs done to any citizen of this country.
(✓)
- the Constitution contributes to the ongoing national discourse/dialogue on human rights violation and discrimination in the country. (✓)

4.2

Analyse why human rights violations still exist in the country despite various government projects aimed at eliminating these practices.

Possible answers could include:

- Some people may still not have access to the relevant information on how to deal with human rights violations, (✓) consequently they may never get the support they need, (✓) which may cause them to become despondent about their particular situation (✓) and this may lead to most human rights violations never being reported/addressed. (✓)
- Most of these projects may not directly target the communities that are affected the most (✓) hence, these communities may not get the first-hand information they need (✓) which could have changed their perceptions of such projects (✓) since these wrong perceptions may be the reason why people do not participate in projects that could educate about issues related to human rights violations. (✓)
- These projects may perhaps not be effectively organised (✓) so these opportunities to create awareness within communities about human rights violations (✓) are consequently being wasted, (✓) causing too many people to remain ignorant about the ongoing human rights violations they/others may be subjected to. (✓)
- Poor leadership within most communities (✓) may cause community leaders not to be supportive enough of such initiatives that may make people aware of human rights violations (✓) hence people may not even know when/that their rights are being violated (✓) and this may contribute to the continual cycle of human rights violations in society. (✓)
- There may be limited resources available/the people responsible for these projects may not be knowledgeable about how to successfully run it

throughout the country (✓) which may negatively affect proper planning/completion of such missions, (✓) consequently causing many communities to be left behind in the fight against human rights violations (✓) and this may be one of the reasons for the recurrence of human rights violations in the country. (✓)

- Too many citizens may previously have been disappointed by the outcomes of human rights violation cases (✓) because of how it may have been dealt with by government instated entities) which may make people to take matters into their own hands (✓) and as a result they end up violating the rights of others in return. (✓)
- Inadequate legal support to people in poorer communities (✓) may make them easy targets to acts of discrimination and human rights violations (✓) which, due to this lack of strong legal representation (✓) may then give violators more power to continue to take advantage of such victims. (✓)
- Some people may feel that such projects may be a waste of time (✓) as they may feel that it does not affect them directly, (✓) therefore they do not deem it necessary to educate themselves on human rights issues, (✓) hence they are not able to identify such violations, imposed either on themselves or others in their community. (✓)
- Some people may be apathetic/have no interest in these projects (✓) and therefore prefer not to get involved in such projects, (✓) causing them to remain ignorant about human rights violations (✓) and that is why this lack of concern to protect the rights of others, continues to persist in communities. (✓)

Discuss in detail how youth can contribute to the success of community campaigns that aim to promote safe living environments.

If the youth...

- would develop a positive attitude towards community campaigns, (✓) they are likely to participate in these campaigns (✓) which can help speed up the changes that everyone wants to see in society, (✓) and this can bring about the desired living conditions that can possibly secure them for the future generations.(✓)

- would influence their peers to actively participate in such community campaigns (✓) many more young people can be mobilized for the cause (✓) which can help strengthen the fight, for a safe and healthy life for all people (✓) and it can inspire more young people to ensure safer living environments by acting more responsibly. (✓)
- would use their networking skills (✓) to work together with other young people across the country/globally against this dilemma, (✓) this could become a valuable resource to exchange/share important information on how to live safer environments (✓) and this could lead to the long-awaited transformation of this global phenomenon. (✓)
- would become more actively involved in these community campaigns (✓), this could encourage/inspire their parents and family members to also get involved (✓) which could further expand community involvement (✓) and this could promote the purpose of these campaigns. (✓)
- would take initiative to create awareness about these campaigns at their schools/church groups/communities, (✓) by handing out information leaflets/spreading information on social media platforms/local radio stations, (✓) more community members may realize how important it is to get involved in these campaigns (✓) and this may encourage more people to take ownership of the living conditions in their own communities. (✓)

QUESTION 5

5.1 Define "Freedom of the Press." (1x2) (2)

- Freedom of the press is the right of the media to report news, (✓) without unfair government control or censorship. (✓)
- It is the ability of journalists to publish information, (✓) without fear of intimidation or punishment. (✓)
- Freedom of the press allows newspapers and broadcasters to share facts, (✓) in the public interest. (✓)
- It means the media can investigate issues and inform citizens, (✓) as protected by democratic rights. (✓)
- It is the right of media organisations to express views and report events, (✓) within the limits of the law. (✓)

5.2 Describe TWO ways the media acts as a "watchdog" in society. (1x2) (2)

- The media investigates corruption, (✓) by exposing misuse of public money or power. (✓)
- Journalists report on government decisions, (✓) so that citizens know what leaders are doing. (✓)

- The media uncovers wrongdoing, (✓) by gathering evidence and interviewing witnesses. (✓)
- News outlets question public officials, (✓) to hold them accountable for their actions. (✓)
- The media informs communities about problems, (✓) such as poor service delivery or crime. (✓)

5.3 Explain why journalists should remain objective when reporting on elections. (1x2) (2)

- Journalists should remain objective, (✓) so that voters receive fair and balanced information. (✓)
- Reporters must avoid bias, (✓) because favouring one party can mislead the public. (✓)
- Objective reporting promotes democracy, (✓) as citizens can make informed choices. (✓)
- Neutral coverage builds trust, (✓) because audiences expect accurate election news. (✓)
- Fair reporting prevents conflict, (✓) since biased stories may create tension between supporters. (✓)

5.4 Discuss how social media can be used to mobilize community action. (2x2) (4)

- Social media can spread information quickly, (✓) so that people know about meetings or protests. (✓)
- Community groups can organise clean-up campaigns online, (✓) by inviting volunteers through posts or messages. (✓)
- Residents can raise awareness of local issues, (✓) such as crime or water shortages. (✓)
- Social media can encourage donations, (✓) for families or communities in need. (✓)
- People can sign petitions online, (✓) to support community demands for change. (✓)

5.5 Recommend TWO strategies for youth to verify "fake news" before sharing it. (2x2) (4)

- Check the source of the story, (✓) to see if it comes from a trusted news organisation. (✓)
- Compare the information with other reports, (✓) to confirm whether it is accurate. (✓)
- Look at the publication date, (✓) because old stories are sometimes shared as new news. (✓)
- Read beyond the headline, (✓) since headlines may be misleading or exaggerated. (✓)
- Use fact-checking websites, (✓) to test whether claims are true or false. (✓)

5.6 Assess the impact of sensationalized media coverage on a victim of a crime. (2x2) (4)

- Sensational reporting may expose the victim's identity, (✓) because private details are shared publicly, resulting in embarrassment or humiliation. (✓)
- The victim may relive the trauma, (✓) when the crime is repeatedly shown in the media, leading to emotional distress. (✓)
- Exaggerated coverage can damage the victim's reputation, (✓) if false assumptions are made, resulting in social rejection. (✓)

- The victim may feel unsafe, (✓) because public attention can attract harassment, leading to fear and anxiety. (✓)
- Sensational stories may ignore the victim's dignity, (✓) when the event is treated as entertainment, resulting in loss of trust in the media. (✓)

Question 6

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

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/inappropriate information/material. (✓)
- refrain from encouraging others who demonstrate unacceptable conduct on these platforms. (✓)

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

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 daily. (✓)

- workers to not pay full attention to their work (✓) which could prevent them from prioritizing 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 workplace. (✓)
- create an idea that the company/organisation/all workers at the company have a poor work culture (✓) 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 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. (✓)

6.3 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.

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 workplace (✓) 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 workplace. (✓)
- 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, (✓) 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 must confiscate such information as it has the right to maintain confidentiality about all its business operations. (✓)

Question 7

7.1.1 A (✓)

7.1.2 A (✓)

7.1.3 A (✓)

7.1.4 C (✓)

Question 8

- **Briefly state FOUR challenges faced by investigative journalists. (4x1) (4)**

- Threats and intimidation (✓)
- Legal action or lawsuits (✓)
- Lack of access to information (✓)
- Corrupt officials hiding evidence (✓)
- Pressure from politicians or businesses (✓)
- Safety and security risks (✓)
- Long working hours (✓)
- Limited financial resources (✓)
- Online harassment (✓)
- Censorship attempts (✓)
- Difficulty protecting sources (✓)
- Emotional stress (✓)
- Surveillance or hacking (✓)
- Job insecurity (✓)
- Public criticism (✓)

- **Analyse how exposing corruption promotes the constitutional value of accountability. (2x4) (8)**

Possible answers could be:

- Exposing corruption reveals misuse of public funds, (✓) by showing how money was stolen or wasted, (✓) when evidence is made public, (✓) resulting in officials being investigated. (✓)
- Investigative reports inform citizens about wrongdoing, (✓) by providing facts on abuse of power, (✓) if media reports are accurate, (✓) resulting in public pressure for action. (✓)
- Media exposure holds leaders responsible, (✓) by naming those involved in fraud, (✓) when there is proof of misconduct, (✓) resulting in disciplinary steps. (✓)
- Corruption stories strengthen democracy, (✓) by allowing voters to judge leaders fairly, (✓) if citizens receive truthful information, (✓) resulting in better electoral choices. (✓)
- Investigations encourage transparency, (✓) by forcing departments to explain spending, (✓) when journalists ask tough questions, (✓) resulting in clearer governance. (✓)
- Reporting on fraud supports the rule of law, (✓) by helping authorities identify crimes, (✓) if evidence is handed over, (✓) resulting in prosecutions. (✓)
- Public exposure discourages future corruption, (✓) by warning officials they may be caught, (✓) when media scrutiny is strong, (✓) resulting in more ethical behaviour. (✓)
- Investigative journalism improves service delivery, (✓) by uncovering theft of resources, (✓) when corruption is stopped, (✓) resulting in funds reaching communities. (✓)

- **Critically discuss how the media's failure to report on service delivery issues impacts a poor community. (2x4) (8)**

Possible answers

- Failure to report hides community problems, (✓) by ignoring water or sanitation shortages, (✓) when issues receive no publicity, (✓) resulting in delayed assistance. (✓)
- Poor communities remain unheard, (✓) by losing a platform to raise concerns, (✓) if journalists do not cover their struggles, (✓) resulting in continued neglect. (✓)
- Officials may avoid accountability, (✓) by facing no public pressure, (✓) when media stays silent, (✓) resulting in poor service continuing. (✓)
- Residents may lose trust in institutions, (✓) by believing nobody cares about their needs, (✓) if complaints are ignored, (✓) resulting in frustration. (✓)
- Lack of reporting can worsen inequality, (✓) by giving more attention to wealthy areas, (✓) when poor areas are excluded, (✓) resulting in unfair development. (✓)
- Community anger may increase, (✓) by allowing unresolved problems to build up, (✓) if there is no media attention, (✓) resulting in protests or unrest. (✓)
- Corruption may continue unnoticed, (✓) by hiding misuse of resources meant for services, (✓) when no investigation occurs, (✓) resulting in ongoing poverty. (✓)
- Health and safety risks may grow, (✓) by not exposing broken infrastructure, (✓) if roads/clinics/sewage problems remain unreported, (✓) resulting in harm to residents. (✓)

Question 9

- **Briefly state FOUR ways media influences youth lifestyle choices. (4x1) (4)**

Possible answers :

- Promotes fashion trends (✓)
- Influences music preferences (✓)
- Shapes body image ideals (✓)
- Encourages certain diets (✓)
- Influences spending habits (✓)
- Promote consumer brands (✓)
- Shapes language and slang (✓)
- Influences career aspirations (✓)
- Encourages fitness trends (✓)
- Affects relationship expectations (✓)
- Influences technology choices (✓)
- Promotes celebrity lifestyles (✓)

- **Analyse how the ideology of "Individualism" can affect community spirit. (2x4) (8)**

Possible answers

- Individualism may reduce cooperation, (✓) by focusing mainly on personal success, (✓) when people ignore collective needs, (✓) resulting in weaker community spirit. (✓)
- People may become less willing to volunteer, (✓) by prioritising private goals first, (✓) if self-interest dominates, (✓) resulting in fewer support programmes. (✓)
- Social bonds may weaken, (✓) by encouraging independence over shared responsibility, (✓) when neighbours rarely help one another, (✓) resulting in isolation. (✓)
- Competition may replace unity, (✓) by making people compare achievements, (✓) if status becomes important, (✓) resulting in tension. (✓)
- Community projects may suffer, (✓) by receiving less participation, (✓) when individuals see no personal benefit, (✓) resulting in slower development. (✓)
- Individualism can also encourage self-reliance, (✓) by motivating people to improve themselves, (✓) if balanced with social responsibility, resulting in stronger contributors to society.
- Innovation may increase, (✓) by rewarding personal initiative, when individuals use talents productively, (✓) resulting in benefits for the wider community. (✓)
- Excessive individualism may weaken empathy, (✓) by making people focus only on themselves, (✓) if others' struggles are ignored, (✓) resulting in less compassion. (✓)

- **Evaluate the impact of social media influencers on the self-esteem of teenagers. (2x4) (8)**

Possible answers:

- Social media influencers can improve teenagers' self-esteem by promoting body positivity and self-acceptance, (✓) when their content is realistic and supportive; (✓) however they can also lower self-esteem by promoting unrealistic beauty standards, (✓) when heavily edited images are seen as normal. (✓)
- Influencers can inspire confidence in teenagers by sharing success stories and motivational content, (✓) when they encourage personal growth; (✓) however they can create feelings of inadequacy, (✓) when followers compare themselves to idealised lifestyles. (✓)
- Social media influencers can help teenagers feel included by creating supportive online communities, (✓) when interactions are positive; (✓) however they can also cause insecurity, (✓) when likes and popularity are used as measures of worth. (✓)
- Influencers can boost teenagers' self-esteem by promoting healthy lifestyles and fitness goals, (✓) when advice is balanced and achievable; (✓) however they can damage self-image, (✓) when extreme body ideals are promoted. (✓)
- Influencers can strengthen teenagers' confidence by encouraging creativity and self-expression, (✓) when originality is valued; (✓) however they can reduce self-worth, (✓) when constant comparison to others leads to self-doubt. (✓)

- Influencers can positively impact self-esteem by normalising mental health discussions, (✓) when content is honest and relatable; (✓) however they can negatively affect teenagers, (✓) when pressure to appear perfect online increases anxiety. (✓)
- Social media influencers can enhance self-esteem by showcasing diverse identities and talents, (✓) when representation is inclusive; (✓) however they can harm self-esteem, (✓) when narrow standards of success and beauty dominate feeds. (✓)
- Influencers can motivate teenagers to improve their appearance and skills, (✓) when encouragement is realistic; (✓) however they can lead to low self-esteem, (✓) when teenagers feel they never measure up to influencer lifestyles. (✓)