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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION

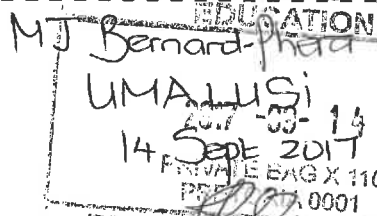
COMMON ASSESSMENT TASK

SEPTEMBER 2017

MARKING GUIDELINE

MARKS: 80

*A.S. Mhlomo
Ambilongo
Chief Examiner
DSE*



*Dr F. Hendricks
UMALUSI
14 Sept 2017
fHendricks*

This marking guideline consist of 17 pages.

IMPORTANT NOTE TO ALL MARKERS:

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

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

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | |
|-----|-------|---|-----|
| 1.1 | 1.1.1 | A (✓) | |
| | 1.1.2 | B (✓) | |
| | 1.1.3 | A (✓) | |
| | 1.1.4 | C (✓) | |
| | 1.1.5 | D (✓) | (5) |
| 1.2 | 1.2.1 | Visual (✓) | |
| | 1.2.2 | Campaign/campaigns (✓) | |
| | 1.2.3 | Social/Emotional stressor (✓) | |
| | 1.2.4 | Orienteering (✓) | |
| | 1.2.5 | Social Justice/social equity/equity (✓) | (5) |

1.3 1.3.1 **Marks should be awarded as follows:**

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

Possible answers could be:

The CCMA

- tries to settle arguments and disputes between employers and workers (✓) through negotiation and conciliation instead of strikes and going to court. (✓)
- provides advice to workers (✓) about legal matters concerning the working environment. (✓)
- negotiates agreements/find a compromise to resolve problems between worker and employer (✓) which are acceptable to both parties. (✓)
- publishes information (✓) on its activities and guidelines for dispute resolutions. (✓)
- after resolving disputes/problems (✓) can determine dispute resolutions fees, if applicable. (✓)
- helps employers (✓) to form workplace forums. (✓)
- acts as an objective third party (✓) to resolve disputes. (✓)
- makes rules (✓) to regulate own procedures and processes. (✓)
- publishes rules (✓) for dispute resolutions in the Government Gazette. (✓)

- provides advice and training to the employer/employee and other stakeholders (✓) on (one of the following):
 - preventing and resolving disputes and grievances. (✓)
 - disciplinary procedures. (✓)
 - workplace restructuring. (✓)
 - affirmative action and equal opportunity programmes. (✓)
 - prevention of sexual harassment. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (1 x 2) (2)

1.3.2

Marks should be awarded as follows:

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

Note to teacher:

TWO marks should be rewarded if the learner provided:

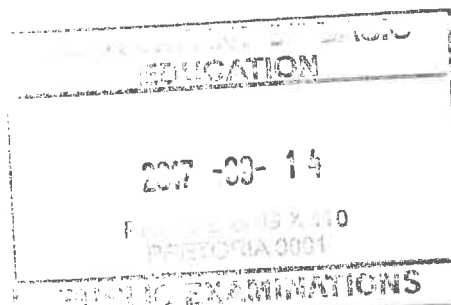
- TWO statements WITHOUT qualifiers (ONE mark for each statement).

OR

- ONE statement WITH a qualifier (ONE mark for the statement and ONE mark for the qualifier).

It will enable learners to

- manage time effectively (✓) in order to get into a routine. (✓)
- schedule times for most difficult subjects (✓) in order to study at times when they are most alert and wide awake. (✓)
- avoid wasting time on social media/television/games, etc. (✓) in order to use time effectively for studying. (✓)
- plan breaks at appropriate times (✓) in order to make time for relaxation/rest. (✓)
- avoid stalling/procrastination/delays/postponements (✓) so that tasks do not get put off. (✓)
- stick to due dates for tests and exams (✓) in order to prepare well for it. (✓)
- prioritise important tasks (matric farewell, excursions, extramural activities (✓) so that they do not become stressed about it. (✓)
- allocate enough time to subjects (✓) in order to focus on subjects in need of intense revision. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (1 x 2) (2)



1.3.3

Marks should be awarded as follows:

- FOUR marks (✓✓✓✓) must be allocated (TWO marks for discrimination and TWO marks for xenophobia):
- **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 specific form of discrimination/prejudice/hatred/dislike (✓) against/of foreign nationals. (✓)
- *Any other relevant response for TWO marks each. (✓✓)*
(2 + 2) (4)

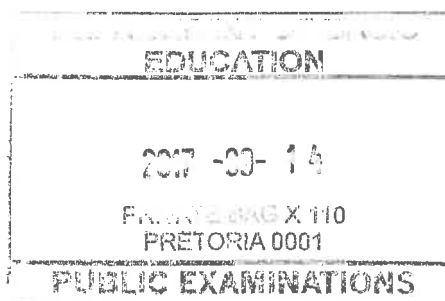
1.3.4

Marks should be awarded as follows:

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

A possible disadvantage of volunteerism may include:

- You may not be able to afford living expenses (✓) such as transport/rent/food. (✓)
- You may not be employed permanently (✓) because you are constantly filling in volunteer posts as the need arises. (✓)
- You may develop bad work ethics (✓) due to exposure to the poor working culture in an organisation (e.g. lack of punctuality, unproductivity, etc.) (✓)
- The company may see the advantage of filling positions with volunteers to save money (✓) and is no longer keen to employ permanent staff. (✓)
- You may become too relaxed/comfortable where you are(✓) and may not want to seek a permanent job. (✓)
- Permanent staff members feeling threatened by volunteers (✓) and may treat them unfairly. (✓)
- *Any other relevant response for TWO marks. (✓✓)* (1x2) (2)

TOTAL SECTION A: 20

SECTION B (COMPULSORY)

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

QUESTION 2

- 2.1 Identify a lifestyle disease that is caused by substance abuse and explain how it results in ill health.

Note to teacher:

Substance abuse refers to both alcohol and drug abuse.

Marks should be awarded as follows:

- ONE mark for the disease (✓) and TWO marks (✓✓) for ONE well-explained reason.

Possible answers could be:

- Lung cancer/TB/asthma/mental illness/cardiovascular diseases/hypertension (✓) is caused by smoking of illegal substances (✓) that may damage a person's lungs/brain function/heart/cause respiratory problems. (✓)
- HIV/AIDS/STIs/cardiovascular diseases, hypertension (✓) may be caused by alcohol abuse (✓) which may lead to unsafe sex as it impairs your judgment and impulse control/blood pressure. (✓)
- Cancer (✓) caused by alcohol abuse (✓) which may lead to problems of the stomach and other intestinal problems. (✓)
- HIV/AIDS/Hepatitis B (✓) may be caused by using and sharing dirty/used/contaminated needles (✓) which may result in an infection. (✓)
- Strokes (✓) may be caused by drinking excessive amounts of alcohol (✓) which could negatively affect the way your body functions. (✓)
- Drug/alcohol-related psychosis (✓) is triggered by the excessive use of alcohol (✓) which could cause a person to hallucinate/imagine things/be irrational. (✓)
- Liver cirrhosis (✓) due to persistent alcohol abuse (✓) which could cause the liver not to function properly/lead to liver failure. (✓)
- A weak or deficient immune system (✓) caused by excessive substance abuse (✓) could lead to dysfunctions such as autoimmune diseases (including allergies) and tumour growth. (✓)
- Weakened blood vessels (✓) due to excessive alcohol intake (✓) may become inflamed/narrowed and the blood supply to the area of the body it serves may be partially or completely blocked. (✓)
- Foetal alcohol syndrome (✓) as a result of alcohol abuse during pregnancy (✓) may result in the birth of babies experiencing many abnormalities/health-related issues. (✓)

- Kidney failure (✓) due to over-usage of slimming tablets/steroids (✓) which may lead to poor functioning of the kidneys. (✓)
- Any other relevant response for THREE marks. (✓✓✓) (1 + 2) (3)

2.2 Discuss ONE psychological factor that may lead to substance abuse.

Marks should be awarded as follows:

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

Possible answers could be:

- Isolation/loneliness (✓) can cause one to use drugs to alleviate sadness and depression. (✓)
- Negative self-image/low self-esteem (✓) can cause one to use drugs to feel better about oneself. (✓)
- Stress (✓) may cause one to turn to drugs to alleviate stress. (✓)
- Depression/mental illness (✓) may cause one to use drugs to forget about one's circumstances/problems. (✓)
- Feelings of loss (✓) may cause one to use drugs to cope with trauma. (✓)
- Feelings of rejection (✓) may cause one to use drugs to make one fit in with peers. (✓)
- Any other relevant response for TWO marks. (✓✓) (1 x 2) (2)

2.3 Name an intervention strategy for young people and indicate how it may prevent them from abusing substances.

Marks should be awarded as follows:

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

Possible answers could be:

An intervention strategy such as ... which

- educational programmes on the consequences of substance abuse (✓) which may (one of the following):
 - enable them to make better choices. (✓)
 - make them afraid to use/abuse substances. (✓)
 - help them develop skills and attitudes that will keep them away from drugs. (✓)
 - empower young people to resist peer pressure by understanding and practicing reasons for not taking drugs. (✓)
 - teach them skills in problem solving/decision making/assertiveness. (✓)
- community-based forums putting pressure on shop owners/liquor outlets to enforce the minimum purchasing age requirements (✓) may limit opportunities for young people to gain easy access to substances. (✓)
- involvement in community based projects/youth clubs/sportclubs (✓) thereby providing a platform for positive peer pressure. (✓)
- more effective efforts by pharmacies to control the abuse of over-the-counter medications (including cough syrup to get high) (✓) could prevent young people from progressing to more serious levels of substance abuse. (✓)

- regular broadcasts/banners by the media rejecting the use of alcohol/tobacco/drugs by young people during social gatherings/activities(✓) to dispel the myths that taking substances makes one cool/accepted as part of the crowd/believe that everyone does it/fearless/invincible. (✓)
- empowering parents to practice more effective parental control (✓) may ensure that young people are not left unsupervised over a long period of time which may lead them to experiment with substances because of boredom/peer pressure, etc. (✓)
- programmes that teach parents/teenagers effective ways to communicate with one another (✓) may help to establish and enforce family rules regarding substance use/prevent unnecessary emotional and psychological stressors as triggers to substance abuse. (✓)
- stricter control at places that the youth frequently visit, e.g. clubs/disco's(✓) may prevent young people from accessing harmful substances. (✓)
- stringent licencing for shebeens/taverns (✓) may prevent illegal sale of harmful substances to young people.
- testing in schools especially for athletes (✓) as this will serve as a deterrent for use and abuse of substances. (✓)
- educating parents on signs and symptoms of substance use and abuse(✓) may assist in early identification/detection of possible use of substances. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (1 x 2) (2)

2.4 Evaluate how physical participation in sports can impact positively on the emotional well-being of a recovering drug addict.

Marks should be awarded as follows:

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

Possible answers could be:

Physical participation in sports may

- provide enjoyment (✓) which will help the drug addict to substitute drug use with healthy activities. (✓)
- improve feelings of self-worth/self-esteem (✓) and therefore self-respect of the drug addict improves. (✓)
- reduce stress through relaxation activities (✓) and therefore he/she will refrain from taking drugs. (✓)
- cause fun and laughter (✓) and therefore the drug addict does not need the drugs to escape from stressful situations. (✓)
- produce endorphins (brain chemicals that reduce pain and make one feel good) in the body (✓) making one look forward to healthy activities instead of using drugs. (✓)
- prevent depression (✓) therefore reducing the need to use drugs to alleviate sadness. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (2 x 2) (4)

2.5 Suggest TWO ways in which communities can solve their grievances regarding drug dealing in a legal and responsible manner.

Marks should be awarded as follows:

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

Possible answers could be:

- Community members can report illegal activities to the police (✓) instead of taking matters into their own hands. (✓)
- Community policing forums should be working with the police (✓) in identification and arresting of drug offenders. (✓)
- Assist the police in combating crime (✓) by not protecting drug offenders. (✓)
- Petitions can be signed by community members (✓) in order to get the government involved in dealing with drug dealers. (✓)
- The community can organise peaceful marches against drug dealing (✓) to raise awareness of the issue. (✓)
- Community members can also be whistle blowers (✓) in that way more cases can be reported without fear of being victimised by drug dealers. (✓)
- Any other relevant response for TWO marks. (✓✓)

(2 x 2)

(4)

[15]

QUESTION 3

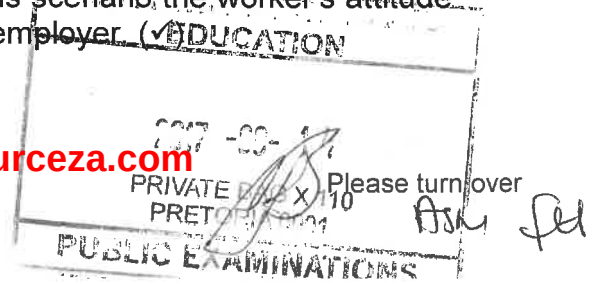
3.1 State ONE principle of work ethic and briefly explain how the contract worker in the scenario did not honour it.

Marks should be awarded as follows:

- ONE mark (✓) for the principle and TWO marks (✓✓) for ONE well-explained response.

Possible answers could be to:

- **Punctuality;** (✓) it is expected of the worker to meet deadlines (✓) but the worker did not comply/complete a project that was due the previous day. (✓)
- **Responsibility;** (✓) one has to fulfil one's duty and take responsibility for one's actions (✓) but the worker did not fulfil his duty. (✓)
- **Organisation/time management;** (✓) it is expected of one to manage time and prioritise work (✓) but the worker was not able to do so. (✓)
- **Reliability/Dependability;** (✓) a worker should be trusted to do or provide what is needed (✓) but the worker could not be relied upon. (✓)
- **Productivity;** (✓) one must be able to show what one has done for the time allocated to a project (✓) but the worker was not able to do so. (✓)
- **Attitude/respect/professionalism;** (✓) one must have a positive attitude towards one's job and employer. (✓) In this scenario, the worker's attitude was self-centred/challenging towards his employer. (✓)



- **Adaptability/Flexibility;** (✓) one should be able to balance work and personal life. (✓) The worker could not adapt to the demands of his job and personal life. (✓)
- **Subordination/Subservience;** (✓) it is expected of an employee to obey instructions. (✓) In this case the employee showed a bad attitude by speaking in the manner that he did to his employer, e.g. 'it's just not convenient ...' (✓)
- *Any other relevant response for THREE marks.* (✓✓✓) (1 + 2) (3)

3.2 **Refer to the worker's words, 'My trade union will protect me' and explain how the trade union could intervene in this case.**

Note to the teacher:

The role of the trade union in this question is limited to the scenario.

Marks should be awarded as follows:

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

Possible answers could be:

The trade union will

- represent this worker in a disciplinary hearing (✓) against unfair dismissal/labour practices/discrimination/abuse/but not protect him in his wrong doing. (✓)
- act as a mediator to solve the problems (✓) and listen to both sides. (✓)
- defend him if he has good grounds for a dispute (✓) by mitigating his case.(✓)
- plead for leniency based on procedural grounds (✓) that relates to employees being given training to develop new skills and knowledge to execute duties effectively. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (1 x 2) (2)

3.3 **Describe ONE communication skill that is important in building a positive relationship between an employer and a worker.**

Marks should be awarded as follows:

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

Possible answers could be:

- Listening with empathy (✓) in order to take others' feelings, needs and concerns into consideration. (✓)
- Listening carefully/paying attention/showing interest (✓) in order to show your acknowledgment of others. (✓)
- Using positive body language (✓) in order to make the other person feel valued. (✓)
- Avoid interrupting others (✓) in order to allow others to express themselves.(✓)
- Avoid laughing and teasing people when they share their feelings and opinions (✓) in order to show your respect and validation of others. (✓)

- Clearly and appropriately expressing your own views/feelings/beliefs or attitudes (✓) so that the other person can understand your viewpoint. (✓)
- Respecting the feelings/beliefs or attitudes of others (✓) so that others can feel included and considered. (✓)
- Using 'I-messages' (✓) in order to avoid blame shifting/judging others. (✓)
- Communicating on a human level (✓) as relationships are more important than beliefs. (✓)
- Checking your attitudes and values (✓) in order to allow others to express themselves. (✓)
- Checking the assumptions/intentions or feelings of oneself and others (✓) so that misunderstandings can be avoided. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (1 x 2) (2)

3.4 **Evaluate how the job contract protects the interests and rights of the EMPLOYER in the scenario.**

Note to teacher:

Learners should not be awarded marks if referring to the core elements of the job contract.

THE FOCUS IS ON THE RIGHTS OF THE EMPLOYER AND NOT THE EMPLOYEE

Marks should be awarded as follows:

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

Possible answers could be:

- The job contract clearly states the duties of the worker (✓) therefore the employer is within his rights to insist the work is done as the job contract stipulates. (✓)
- The worker is bound to perform his/her stipulated duties without any valid excuses (✓) therefore the employer can give a warning or dismiss the worker. (✓)
- Workers have duties and responsibilities towards their employers as set out in the job contract (✓) therefore the employer can take disciplinary actions even though the worker belongs to a trade union. (✓)
- Workers should obey all lawful and reasonable instructions from their employers (✓) otherwise the worker is in breach of the job contract. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (2 x 2) (4)

3.5. **Advise the young worker on how he could have handled the situation differently instead of making excuses for not completing his work.**

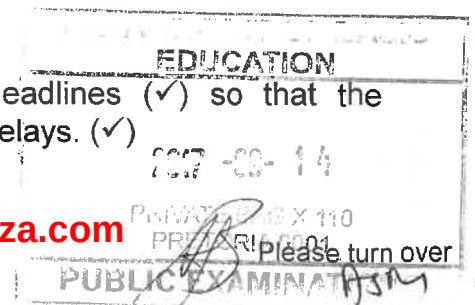
Marks should be awarded as follows:

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

Possible answers could be:

The young worker could have

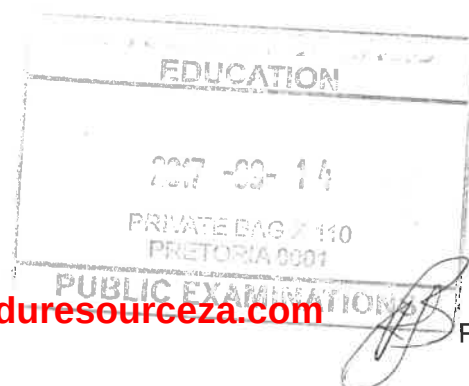
- spoken to the employer about extending deadlines (✓) so that the employer could have been aware of possible delays. (✓)



- informed the employer about any challenges which might have prevented him from reaching the deadline (✓) so that the employer could have taken preventative measures. (✓)
- put in extra work time before the deadline (✓) to show his commitment/dedication to get the job done. (✓)
- asked his colleagues for help to complete the work/advise on how to cope with workplace demands (✓) to show that he is willing to learn from others. (✓)
- approached someone he trusted/asked for a mentor to share his concerns about not coping with his workload (✓) thereby showing that he aimed to find a healthy balance between work and personal demands. (✓)
- requested support/development/training/retraining from human resources department/supervisor/manager (✓) so that he would have been capacitated/empowered to fulfil his duties effectively. (✓)
- asked to be included in an employee wellness programme (✓) to help him deal/cope with his personal issues. (✓)
- *Any other relevant response for TWO marks.* (✓✓)

(4)

(2 x 2)

[15]**TOTAL SECTION B: 30**

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SECTION C

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

QUESTION 4

Candidate's response must be in the form of a short essay.

THREE possible factors that could have led to the problem of waste dumping as described in the extract.

Marks should be awarded as follows:

- ONE mark each (✓) for THREE responses.

Possible answers could be:

- The community may be ignorant/not aware of the dangers of waste dumping. (✓)
- There could be a lack of/insufficient refuse/rubbish bins for dumping/dumping sites. (✓)
- Non-existing municipal services. (✓)
- It could be the result of overflowing refuse/rubbish bins which are not collected and cleaned out on a regular basis. (✓)
- The municipality may not have enforced by-laws on community responsibilities towards public health. (✓)
- Lack of accountability, monitoring and supervision by the municipality. (✓)
- It may be as a result of municipal striking workers dumping waste in streets. (✓)
- It may be due to convenience/laziness/a lack of a sense of responsibility of the waste dumpers. (✓)
- Any other relevant response for THREE marks. (✓) (1 x 3) (3)

THREE consequences of waste dumping on the community.

Marks should be awarded as follows:

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

Possible answers could be:

- Children who are playing with used bandages and needles dumped by the health clinic (✓) may become injured/infected/killed by it. (✓)
- Children drinking from discarded/broken medicine bottles from the health clinic's waste (✓) may be injured/poisoned by it. (✓)
- Cattle and other livestock/animals/birds may choke (✓) if they eat plastics. (✓)
- Broken bottles may cause injuries or could be used as weapons (✓) to do harm to other people. (✓)
- Those who eat rotten food (✓) may contract food poisoning. (✓)
- Flies from rotten food and rubbish (✓) may spread diseases/cause health hazards. (✓)
- Dumping will pollute the land (✓) and make it unattractive/inhabitable/affect tourism negatively. (✓)

- Dumping will pollute water/obstruct the flow of water (✓) creating a breeding ground for insects/bacteria causing the spread of diseases/killing water life. (✓)
- The strong smell of rotten food and rubbish (✓) will cause air pollution. (✓)
- Gasses from the rotten food/rubbish (✓) may lead to respiratory problems/asthma. (✓)
- Any other relevant responses for TWO marks each. (✓✓) (3 x 2) (6)

THREE strategies that the municipality could use to ensure that the illegal dumping awareness project succeeds.

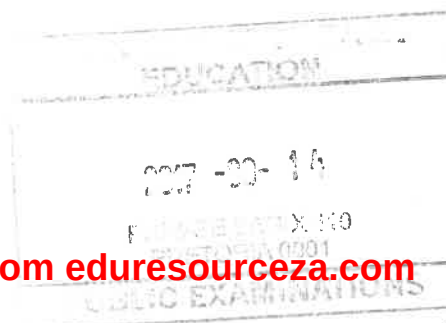
Marks should be awarded as follows:

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

Possible answers could be:

The municipality could

- clean up the area (clean-up campaigns), (✓) then place sign boards warning people against illegal dumping. (✓)
- place signs stating penalties (✓) for those who continue to dump waste illegally. (✓)
- make community members aware (✓) of the financial implication of illegal dumping on tax payers/municipal budgets/devaluation of property/homes. (✓)
- provide enough services/resources (rubbish bins/steel drums/ cardboard boxes) (✓) in which community members can dump their rubbish. (✓)
- providing recycling bins (✓) so that hazardous materials can be disposed of in a responsible manner. (✓)
- engage the community policing forums (✓) to enforce compliance. (✓)
- place posters at health facilities (✓) on proper disposal of medical waste. (✓)
- distribute pamphlets (✓) of by-laws on public health and safety in public places. (✓)
- involve the department of health (✓) to teach school children on health hazards resulting from waste dump. (✓)
- make extensive use of local media sources such as radio/television/magazines/newspapers or social media (✓) to sustain the awareness of the project. (✓)
- consistently enforce penalties (✓) so that people will be discouraged from dumping. (✓)
- encourage communities to use indigenous knowledge (✓) to dispose of waste material. (✓)
- Any other relevant response for TWO marks. (✓✓) (3 x 2) (6)



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QUESTION 5

Candidate's response must be in the form of a short essay.

Definition of the term *social factor* and explain why texting while driving can be classified as a social factor causing accidents.

Marks should be awarded as follows:

- ONE mark (✓) for the definition of social factor,

AND

- TWO marks (✓✓) for the explanation.

Possible answers could be:

A social factor can be defined as

- factors that affect our thoughts, interaction and behaviour in social situations. (✓);
- issues involving people and how people behave in social situations/towards each other/in public. (✓)
- factors emanating from interaction with other people. (✓)
- Any other relevant response for ONE mark. (✓)

AND

Texting can be classified as a social factor causing accidents because

- when you are tempted to respond to social calls (including Whatsapp, Facebook, SMSs, etc.), (✓) it clouds your judgment preventing you from driving responsibly. (✓)
- responding to social calls (including Whatsapp, Facebook, SMSs, etc.) becomes more important when you are driven by the need to stay connected with people (✓) therefore becoming distracted from driving as a main focus. (✓)
- reading of messages and responding to it means that your eyes are off the road (✓) causing you to miss important signs/objects on the road/potential dangers. (✓)
- Any other relevant response for TWO marks. (✓✓)

(1 + 2) (3)

THREE reasons why teenagers continue to use their cell phones while driving despite the risk it poses.

Marks should be awarded as follows:

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

Possible answers could be:

Teenagers

- are very innocent/naive because they think that bad things will never happen to them (✓) therefore they do not think the risks in texting and driving are applicable to them. (✓)
- as young drivers are sometimes overconfident when they drive and feel that they are in control (✓) therefore they do not realise that they are inexperienced and may be more susceptible to the risks of texting and driving. (✓)

AB
ASM
fd

- may feel that they are capable of multi-tasking/doing more than one thing at a time(✓) so they see it as a normal way of doing things. (✓)
- are exposed to peer pressure and they may feel that they always have to prove themselves to their friends (✓) by doing things they know are risky and becoming popular with their friends. (✓)
- may also want to prove that they are not afraid of doing anything (✓) so they take these risks because it gives them a sense of power. (✓)
- often thrive on making impulsive decisions (✓) and as a result they do not think things through and take more calculated risks. (✓)
- may fear missing out on things and want to stay up to date/ may have compulsive/addictive behaviour regarding texting (✓) therefore they ignore the risk and continue to use their phones. (✓)
- may not be aware of the consequences (✓) as a result they take ignorant risks.(✓)
- *Any other relevant response for TWO marks. (✓✓)* (3 x 2) (6)

THREE practical ways to alert teen drivers on the dangers of texting and driving.

Marks should be awarded as follows:

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

Possible answers could be:

- Design a t-shirt with a slogan (✓) to support this initiative of not texting and driving.(✓)
- Create bumper stickers(✓) to sustain the awareness on not texting and driving. (✓)
- Create a motto/rap songs for teen drivers to live by (✓) that will remind them of the value of their own lives and those of others. (✓)
- Use teen drivers in advertisements/role plays/dramatisations (✓) to warn against dangers of texting and driving. (✓)
- Broadcast news flashes on local radio (✓) to reach teen drivers busy driving and listening to the radio. (✓)
- Encourage teenagers to join the Lead SA programme (✓) so that they can pledge to make a difference by not texting and driving. (✓)
- Use #stoptextinganddriving/#don'ttextanddrive on television programmes and social networks (✓) to increase awareness amongst the public. (✓)
- Schools can start an awareness campaign/debates/public speaking events (✓) emphasising the consequences of texting and driving. (✓)
- Traffic department can visit schools (✓) to demonstrate the effects of accidents caused by texting and driving. (✓)
- Invite victims of accidents as motivational speakers (✓) to warn teenagers of the consequences. (✓)
- Posters may be put in public places (✓) to raise awareness of the consequences of driving while texting. (✓)
- Messages on billboards (✓) may reach teen drivers while driving and alert them to the dangers of texting and driving. (✓)
- Warning in advertisements could be posted with Please Call Me messages (✓) to constantly remind teenagers not to text and drive. (✓)

- Social media may issue anti-texting and driving messages (✓) that teenagers will see when they browse through their posts. (✓)
- Community campaigns against texting and driving can be led by teenagers themselves (✓) as messages to their peers would have a greater impact on them. (✓)
- Churches can be used as a platform to discuss the issue with their teenage congregation (✓) as a support base to prevent teenagers from taking risks of texting and driving. (✓)
- Short 'You Tube' videos of victims could be shown (✓) to highlight the dangers of texting and driving. (✓)
- In an awareness campaign, show statistics/pictures of accidents caused by texting while driving (✓) to emphasise the consequences. (✓)
- Fines for offenders/demerit system to create awareness/serve as a deterrent/warning for teenagers not to use their cell phones while driving. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (3 x 2) (6)

[15]**QUESTION 6**

Candidate's response must be in the form of a short essay.

THREE constitutional limitations to the right to freedom of expression.

Marks should be awarded as follows:

- ONE mark each (✓) for THREE responses.

Possible answers could be:

- Propaganda for war. (✓)
- Incitement of impending violence. (✓)
- Advocacy of hatred that is based on race, ethnicity, gender or religion. (✓)
- Incitement to cause harm. (✓)
- *Any other relevant response for ONE mark.* (✓) (3 x 1) (3)

THREE roles of the media and discuss the negative effect of restricting each of these roles in a democratic society.

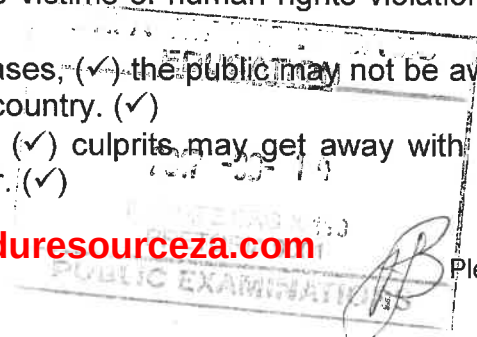
Marks should be awarded as follows:

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

Possible answers could be:

If the media is restricted from ...

- exposing human rights violations, (✓) the victims of human rights violations may not be helped. (✓)
- reporting on unlawful activities or court cases, (✓) the public may not be aware of what is happening on a legal level in the country. (✓)
- exposing corruption or mismanagement, (✓) culprits may get away with crimes and the economy of the country will suffer. (✓)



- communicating with/informing/educating people, (✓) the public may not be able to make informed decisions. (✓)
- giving political information to voters, (✓) they may not be able to make informed decisions about voting. (✓)
- identifying problems in our country and communities, (✓) actions may not be taken to solve the problems. (✓)
- promoting debate and discussion, (✓) awareness of important issues may be compromised. (✓)
- promoting free and fair elections (✓) some parties may be favoured unfairly. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (3 x 2) (6)

THREE responsible actions the media can take to involve citizens to protect its right to freedom of expression.

Marks should be awarded as follows:

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

Possible answers could be:

The media can involve the citizens by

- encouraging them to write a petition to the state (✓) against the violation of the right to freedom of expression. (✓)
- encouraging whistle-blowers (✓) to report violation of rights/acts of corruption against journalists. (✓)
- organising protest actions (✓) to involve the public for support. (✓)
- arranging awareness campaigns/projects/events (✓) to educate the public on issues of freedom of speech/expression. (✓)
- including short bulletins/news flashes in newspapers or TV/radio programmes (✓) to highlight their plight to gain support from the public. (✓)
- having them participating in online discussions and forums with the public (✓) to raise awareness of the violation of their rights. (✓)

The media can involve citizens in protecting their rights by

- providing a platform for them to exchange ideas (✓) which is crucial to the development of a democratic culture. (✓)
- exposing cases of intimidation against them (✓) thereby encouraging active and responsible citizenship.
- *Any other relevant response for TWO marks.* (✓✓) (3 x 2) (6)

[15]

TOTAL SECTION C: 30
GRAND TOTAL: 80

