

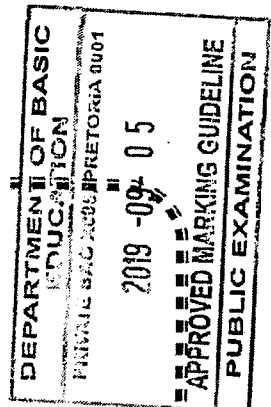
# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
2 SEPTEMBER 2019  
MARKING GUIDELINES



MARKS: 80

F. Hendricks  
UMALUSI  
5 September 2019  
*F. Hendricks*

MJ Bernard-Phera  
UMALUSI  
5 Sept 2019  
*MJ Bernard-Phera*

These marking guidelines consist of 21 pages.

V. BAHADOOR  
INTERNAL MODERATOR  
5 SEPTEMBER 2019  
*V. Bahadoor*

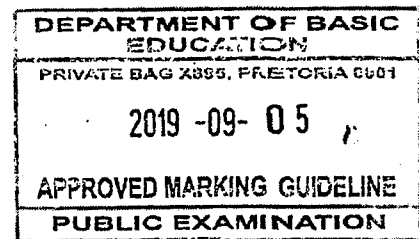
M.M. TWIGG  
CHIEF EXAMINER  
5 SEPTEMBER 2019  
*M.M. Twigg*

**IMPORTANT NOTE TO ALL MARKERS:**

- Should the candidate exceed the number of responses, only the **required responses** will be marked.
- The remaining responses should be struck out and the following abbreviation should be written: **'ENRR'** (Exceeded Number of Responses Required).

**SECTION A (COMPULSORY)****QUESTION 1**

- |     |       |   |     |
|-----|-------|---|-----|
| 1.1 | 1.1.1 | B | (✓) |
|     | 1.1.2 | C | (✓) |
|     | 1.1.3 | A | (✓) |
|     | 1.1.4 | A | (✓) |
|     | 1.1.5 | B | (✓) |



(5)

- |     |       |   |
|-----|-------|---|
| 1.2 | 1.2.1 | Circuit training or exercises /Obstacle courses/ (✓)                              |
|     | 1.2.2 | The Constitution/The Bill of Rights/The Universal Declaration of Human Rights (✓) |
|     | 1.2.3 | Olympic Games/Paralympics (✓)   |
|     | 1.2.4 | Local government/municipality/local (✓)   |
|     | 1.2.5 | Verbal study style (✓)  |

(5)

- |     |       |   |
|-----|-------|---|
| 1.3 | 1.3.1 | <b>Identify TWO democratic rights that could be violated during violent protest action.</b> |
|-----|-------|---|

**Marks should be awarded as follows:**

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

## People's right to...

- 1 • safety/physical safety/security... (✓)
- 2 • life... (✓)
- 3 • health... (✓)
- 4 • human dignity may be compromised. (✓)
- 5 • freedom of movement/association may be violated.(✓)
- 6 • safe housing. (✓)
- 7 • access of facilities such as public transport/ institutions/buildings/the workplace may be limited/ restricted.(✓)
- 8 • freedom to make political choices/freedom of expression may be infringed. (✓)

(2x1) (2)

**1.3.2 Explain TWO poor study habits that may hamper effective studying.**

**Marks should be awarded as follows:**

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

Poor study habits could include the following:

1. Studying the easiest content first (✓) which may cause you to spend too much time on it with too little time/energy left to do more challenging work/rush through the more difficult work.(✓)
2. Studying information that you do not understand (✓) which may cause you to struggle to memorise or remember the information/easily forget the information. (✓)
3. Studying around loud noise/distractions/in a cluttered environment/on a bed (✓) which may cause your thoughts to wander/affect your ability to concentrate. (✓)
4. Staying up late to study/without a study plan/postponing studying to the last minute(✓) which may cause you to do cramming with no time left for proper revision. (✓)
5. Studying when you are tired/hungry/watching television/chatting on social media (✓) which may affect your ability to focus clearly on your studies. (✓)
6. Spotting certain topics (✓) which may prevent you from answering questions related to topics that you did not study.(✓)
7. Doing rote learning only (✓) may cause you to stress if you forget one word/part of the information that you have studied.(✓)

(2x2)

(4)

**1.3.3(a) Explain ONE limitation to the right to freedom of expression that may apply to cartoons when reporting on corrupt officials.**

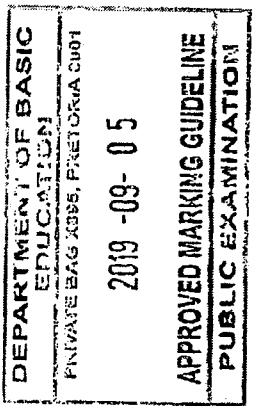
**Marks should be awarded as follows:**

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

*Two marks (✓✓) for a well-explained response*

A cartoon such as the one in the question paper should not ...

- display anything personal/about the private lives of the characters/people represented in the cartoon (✓) since it could ruin their reputation. (✓)
- be based on false information about the person that is imitated in the cartoon (✓) since the media could be sued. (✓)
- promote/support/provoke gossip about/harm against people represented in these simulations/impersonations (✓) since it may incite violence/hatred towards them. (✓)
- illustrate any indecent/offensive/crude images/graphics of any person represented in the drawings (✓) as it may be insulting to their personal features/race/gender/religion/ethnicity.



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- demonstrate any form of verbal/physical abuse against the person imitated in the sketch (✓) since it may encourage people to take the law into their own hands.
- persecute any political figure without verifying the information(✓) since the person may become an easy target/victim/prey to the public. (✓)

(1x2) (2)

1.3.3(b) Discuss how the cartoon on corruption could help to fulfil the role of the media in a democratic society.

Marks should be awarded as follows:

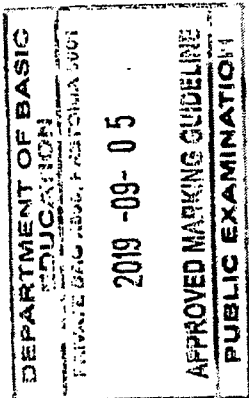
TWO marks (✓✓) for a well-explained response.

The cartoon may...

- allow the public to engage in identifying offenders in a comical manner, (✓) and since issues are dealt with openly in this manner, offenders are confronted directly about their actions. (✓)
- present/create awareness of unconstitutional actions by white collar criminals to the public eye in an entertaining way, (✓) thereby putting pressure on the authorities (such as the Zondo Commission of Inquiry), to bring the guilty parties to book/hold guilty parties accountable for their misdeeds/offenses. (✓)
- educate the public in a humorous way (e.g. through the use of the word 'trapped'/'corrupt', the picture of the 'law book' in the form of a mouse trap, the man reaching out to the money that's spilled out of the bag, the man's ruffled appearance, (✓) by creating awareness of corruption affecting all citizens in the country. (✓)
- allow people to have fun while engaging in issues of public interest, (✓) and in that way more people are attracted to this type of media reporting/being made aware of issues that are affecting the public. (✓)
- involve people who are more comfortable in engaging with controversial public issues in this way, (✓) so more people may interact/get involved in discussing public issues in the way that these complex information is presented. (✓)
- inspire creative/innovative brainstorming for solutions to issues of national/international interest, (✓) since it is a highly visible tool which draws attention of people across the globe. (✓)
- expose human rights violations (✓) through depicting how people in power (such as the well-dressed figure in the cartoon) may abuse their authority to steal from the poor/give jobs to undeserving/unqualified people. (✓)

(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 **State THREE ways in which schools could promote social entrepreneurship as a viable option to counteract unemployment.**

**Marks should be awarded as follows:**

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

Schools could...

- 1 • involve learners in community projects that address social issues. (✓)
- 2 • organise open days/excursions/expos in partnership with community based organizations focusing on social services in which learners could be involved in. (✓)
- 3 • inspire learners to do volunteering in their communities after school/during holidays/weekends. (✓)
- 4 • encourage job shadowing with local social entrepreneurs. (✓)
- 5 • invite local social entrepreneurs to be guest speakers. (✓)
- 6 • work closely with key organisations in the community so that learners may have easy access to work with those organisations. (✓)
- 7 • include parents/communities in career days/meetings to raise awareness on the viability of social entrepreneurship. (✓)
- 8 • offer subjects/workshops/training. (✓)

(3x1) (3)

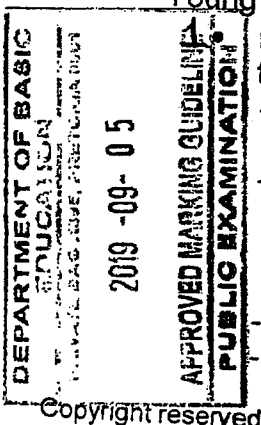
- 2.2 **Describe ONE financial challenge that young entrepreneurs may initially encounter and show how they could deal with this challenge.**

**Marks should be awarded as follows:**

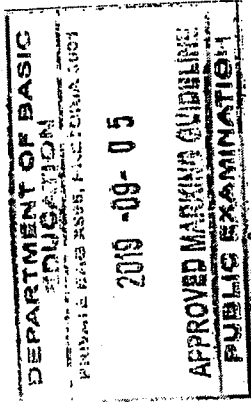
ONE mark (✓) for the challenge and ONE mark (✓) for how to deal with it.

Young entrepreneurs may...

- have to use their own money/funds to start up the service/business; (✓)  
they could... (any ONE of the following)
- do part-time jobs/community work/informal jobs to save money for the resources they may need. (✓)
  - apply for funding from organisations (e.g. National Youth Development Agency, NYDA/provincial/local agencies/donors/sponsors) that help young/upcoming entrepreneurs. (✓)
  - work with what they have instead of creating debt. (✓)
  - seek financial help from family/friends. (✓)



Please turn over



- 2. not be able to pay rent for a premises from where they could offer their services(✓) but they could choose to do something that may not initially require a stable premises. (✓)
- 3. not be able to afford security mechanisms to protect their premises/products from possible criminal activities in the community (✓) but could get unemployed family members/friends to assist in helping to monitor activities in and around the property/network with businesses in the vicinity to provide support. (✓)
- 4. have to deal with family/friends/community members who may want free services/do business on credit (✓) but they must be firm and develop a business-like mentality in order to sustain their businesses. (✓)
- 5. not have the skills to manage their income/profits and expenses (✓) but they could approach experienced people in the community to train them on financial management. (✓)
- 6. not have the security of a stable income (✓) but they could always plan ahead to ensure that their finances cover for the periods of less income.(✓)
- 7. not be able to employ helpers as they may have no funds to pay them(✓) but they could ask volunteers to assist them. (✓)

*Learners can refer to a survey*

(1+1) (2)

2.3 Discuss how becoming an entrepreneur could be used as an opportunity to empower young people in your community.

Marks should be awarded as follows:

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

Becoming an entrepreneur could...

- 1. enable you to assist young people to gain the necessary skills to also become entrepreneurs (✓) which in turn may encourage them to transfer skills to others in their community so that each one could teach one. (✓)
- 2. give you the opportunity to offer jobs to young people in your community who are unemployed (✓) which may assist them to provide for their own basic needs instead of having to depend on others/begging on the streets/help them to promote their quality of life. (✓)
- 3. enable you to give young people in your community an opportunity to gain experience through voluntary work, (✓) which may make them more employable/prepare them better for job opportunities. (✓)
- 4. give you the social power to have a positive influence on the behaviour of other young people in your community (✓) also have the urge to create jobs for themselves. (✓)
- 5. help you serve as an inspiration/role model to young people in your community (✓) so that they may then want to seek employment/fend for themselves/start their own business. (✓)

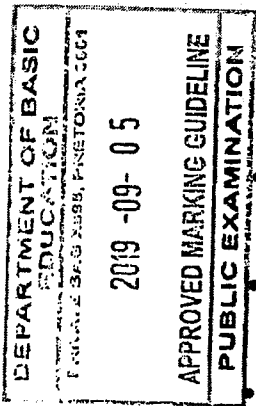
(1x2) (2)

2.4 **Suggest TWO ways in which you could use social media as a platform to promote your chances of getting a job. Motivate EACH answer.**

**Marks should be awarded as follows:** *This question could result in a total of TWO marks each (✓✓) for TWO well-explained responses.*

Social media platforms could be used to ...

1. help connect you instantly with friends/family who may link you to possible jobs in your field of study (✓) thereby giving you quicker results to possible job opportunities. (✓)
2. make you more approachable/reachable to prospective employers (✓) since more and more employers use these platforms as search engines to find suitable candidates for a job. (✓)
3. immediately present your skills/knowledge/attributes to companies/prospective employers (✓) and in this way you are more likely to get a quicker response from possible employers. (✓)
4. give you access to valuable information of companies that you could use in your interviews (✓) which may place you in a better position than other candidates to get the job. (✓)
5. connect you to business sites where you may see posts related to your career interests (✓) which may link you to jobs appropriate to your attributes. (✓)
6. offer you options to join networks of employment-related groups, e.g. LinkedIn (✓) which is a faster way for prospective employers to track you. (✓) *facebook, Instagram, Twitter*
7. give you an opportunity to write posts to all your social media contacts informing them that you are job hunting (✓) and in this way you may create a greater network of people helping you to find a job. (✓)
8. help you find possible job opportunities faster (✓) which may reduce the time spent searching for a suitable job. (✓)



(2x2) (4)

2.5 **Assess why EACH of the following characteristics is important for a young worker entering the job market:**

- 2.5.1 Passion
- 2.5.2 Creativity

*To be able to do your job*

**Marks should be awarded as follows:**  
TWO marks (✓✓) for a well-explained response.

As a young worker, being **passionate**...

1. helps you to know what you want/persevere/persist/not give up easily on the challenges you may experience in the workplace (✓) thus enabling you to solve complex problems that may arise. (✓)
2. gives you an internal drive to learn/grow/to compete with yourself/master any work project, (✓) which may help you to not solely rely on external factors/forces to ensure work success/to rely on your own desire to succeed. (✓)

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- 3 • about a specific cause normally energizes/fuels you (✓) which in turn gives you the inner strength to push harder to succeed in your endeavours and go beyond expectations. (✓)
- 4 • enables you to outpace your colleagues/peers (✓) in order to achieve a desired goal such as being promoted/awarded for outstanding work. (✓)
- 5 • drives you to try things that so many others didn't/do not dare to try (✓) thereby taking risks to pursue what seems to be impossible/not feasible/viable/achievable. (✓)
- 6 • gives you the courage to act despite your fears to possibly fail in a given task (✓) because you believe in what you are doing and this motivates you to succeed. (✓)
- 7 • ensures that you enjoy what you do (✓) which in turn results in better productivity/work satisfaction. (✓)

(1x2) (2)

AND

**Marks should be awarded as follows:**

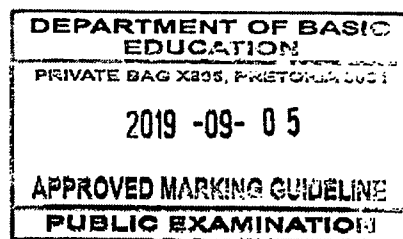
TWO marks (✓✓) for a well-explained response.

As a young worker, being **creative** helps you to...

- 1 • think out of the box (✓) thereby always finding innovative solutions to work-related challenges where others may not see any. (✓)
- 2 • develop different thinking patterns/processes/routines (✓) leading to possible new inventions/ideas/concepts. (✓)
- 3 • find new ways to differentiate oneself from co-workers/compete with others (✓) thereby enabling you to develop/offer services that are unique to the clients. (✓)
- 4 • easily adapt to a world that changes rapidly, (✓) thereby finding solutions to a company's most pressing issues while others may only focus on the problems. (✓)
- 5 • think the unthinkable/cross the boundaries of the usual/normal way of doing things (✓) which makes you more versatile/nifty/resourceful than other workers. (✓)
- 6 • integrate/combine/merge different ideas, (✓) thereby creating solutions that may better suit the needs of clients. (✓)

(1x2) (2)

[1!]





**QUESTION 3**

- 3.1 Define the term gender imbalance and state TWO negative effects this may have in the workplace.

**Marks should be awarded as follows:**

ONE mark (✓) for the definition and ONE mark (✓) for each negative effect.

**Definition:**

Gender imbalances are...

1. the different roles/rights given/assigned to males, females and other genders in society. (✓)
2. different activities/behaviours associated with males, females and other genders in society. (✓)
3. power relationships between men, females and other genders where males are considered superior to females and other genders. (✓)
4. the inequalities between men, females and other genders. (✓)

(1)

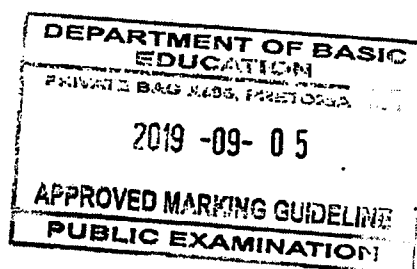
**AND**

Negative effects could include the following:

1. Certain genders may be deprived of the opportunity to reach their full potential in the workplace. (✓)
2. Some genders may be denied the prospects to build their careers/reach their career goals. (✓)
3. It may result in a negative work environment/demotivated workers. (✓)
4. Gender inequality may lead to poor productivity in the work place. (✓)
5. Companies may lose excellent workers who may feel discriminated against. (✓)
6. Workers may experience sexual harassment/bullying in the work place. (✓)
7. Companies may have to deal with labour grievances based on gender imbalance. (✓)
8. Some organizations may not assign senior positions to women and other genders as they may be perceived to be weaker than men. (✓)
9. Women and other genders may be deprived of doing work that is regarded to be for men. (✓)
10. Men may be perceived as being more aggressive than females and other genders in the workplace. (✓)

(2x1)

(3)

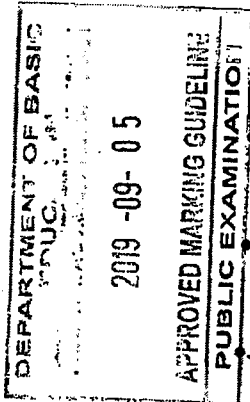


3.2 Explain why females may be more vulnerable to sexually transmitted infections (STIs) as a result of gender imbalances.

Marks should be awarded as follows:  
TWO marks (✓✓) for a well-explained response.

Possible answers could be:

- 1 There is still reported to be a high rate of rape in the country (✓) which results in many females still contracting sexually transmitted infections (STIs) including HIV, through these ongoing acts of sexual violence. (✓)
- 2 Females in abusive/polygamous/transactional relationships/traditional and cultural roles who may not be able to negotiate safer sex (✓) and as a result they may be exposed to lifestyle diseases such as sexually transmitted infections (STIs). (✓)
- 3 Unemployed single female parents may resort to unsafe sexual activities as a means to provide for their families, (✓) and this may result in putting them at risk of contracting sexually transmitted infections. (✓)
- 4 Young girls from poor families may resort to relationships with older men in exchange for financial gains (✓) thereby putting themselves at risk of unsafe sexual activities leading to STIs. (✓)
- 5 Young females may be pressured to fit in with their peers to have sexual relationships (✓) and this may lead them to engage in relationships with men who may sexually abuse them. (✓)
- 6 Female workers may be pressured into having unprotected sex with their bosses in return for promotions/favours (✓) and this may put them at risk of unsafe sexual practices. (✓)
- 7 Females/child brides who are forced into marriages and having no voice in this union (✓) which may expose them to unfaithful partners who may transfer STIs to them. (✓)



3.3 Discuss ONE possible reason why there is a tendency for males NOT to report incidents of sexual abuse against themselves. (1x2) (2)

Marks should be awarded as follows:  
TWO marks (✓✓) for a well-explained response.

Males tend to not report sexual abuse against them because...

1. society expects them to be the aggressor and not the victim in sexual relations (✓) which may cause them to shy away from reporting such incidents/ (✓)
2. it may be hard for a male to speak out especially if the perpetrator was a male (✓) as he may appear to be too weak to protect himself against another male/since he may feel that the law is protecting females only in such cases. (✓)
3. society expects men to always be in control of sexual activities (✓) and therefore the male as the victim may fear being stigmatized/labeled as powerless. (✓)
4. males may fear to be mocked by society in cases where the perpetrator is a female, (✓) since they may feel ashamed of having been overpowered by a female. (✓)

5. the victim may fear to have his own sexuality being questioned if the perpetrator was a male, (✓) as he may be accused of leading the male perpetrator on. (✓)
6. society perceives males to be brave/macho/strong/masculine (✓) and this may make them feel less of a man. (✓)

(1x2) (2)

3.4 **Assess how sexual bullying on social media platforms could be regarded as a form of gender-based violence.**

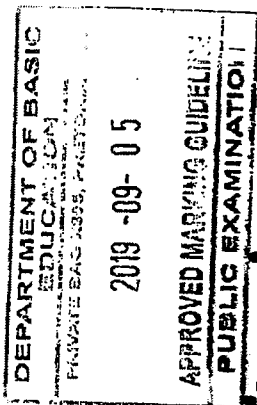
**Marks should be awarded as follows:**

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

**Possible answers could be:**

1. Victims may be harassed continuously/frequently online regardless of the time/place, (✓) and this harassment though remote, could inflict emotional trauma on the victim. (✓)
2. Due to the common trend of sharing pornographic pictures/videos on social media, revengeful/bitter/jealous partners may resort to bullying their insubordinate/stubborn partners on social media platforms (✓) thereby causing the same emotional scars that may be caused by other forms of gender-based violence. (✓)
3. Social media is an unregulated space where cyber/media stalking may be as aggressive as physical gender-based violence (✓) thereby making it easy for the perpetrators to cross boundaries in their threats/intimidation/harassment/terrorisation on social media platforms. (✓)
4. Cyber/social media stalkers may depend on the fact that victims of all genders may not know how to report online stalking (✓) and therefore they may abuse this platform to violate the rights of innocent social media users. (✓)
5. Cyber/sexual bullying is a new form of aggressiveness that is equivalent to crimes occurring in natural environments, (✓) so they use the same methods of violence on this platform to serve their misplaced needs on victims of all genders. (✓)
6. Another characteristic of cyber/sexual bullying is that it is closely related to violations happening offline (✓) therefore it is not viewed as totally separate from other forms of violence against any gender. (✓)
7. Males/females may shame other females/males who do not entertain them on social media, (✓) and this is a way of bullying others to give in to their power-play in a remote way/from a distance. (✓)

(2x2) (4)



- 3.5 **Suggest TWO intervention strategies that the government could introduce to prevent the ongoing challenges of gender imbalances in society. Motivate EACH answer.**

**Marks should be awarded as follows:**

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

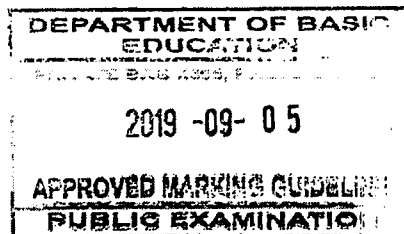
The government could...

1. introduce educational programmes at an early age on promoting respectful relationships and gender equality for young boys and girls, (✓) as a way to teach these values at a young age. (✓)
2. initiate empowerment programmes/campaigns to young girls/boys from an early age, (✓) as a way of promoting a culture of economic independence amongst females/males. (✓)
3. reinforce laws to make the home and public spaces safer for all genders of all ages, (✓) so that the security/safety of all genders in the country may get preference above anything else. (✓)
4. support equal decision-making power for all genders in the home/relationships/public life, (✓) thereby uplifting their self-worth/-respect/-esteem so that they may be treated with dignity in society. (✓)
5. fund non-governmental organizations (NGOs)/non-profit organizations (NPOs) to run community programmes working with all genders (✓) and this may help to accelerate progress in preventing/ending violence against all genders at home and in society. (✓)
6. initiate regular awareness programmes in print and electronic media emphasising gender equity (✓) so that this may be a constant reminder to all citizens on the importance of the matter. (✓)
7. support workshops to engage young people in after school/holiday activities (✓) in an effort to educate them about the consequences/effects on the victims of gender-based violence. (✓)

(2x2)

(4)  
[15]

**TOTAL SECTION B: 30**



**SECTION C**

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

**QUESTION 4**

Candidate's response must be in paragraphs.

State **ONE** social responsibility of municipalities and explain how mismanagement of public funds through fraud and corruption may affect social development in communities.

Marks should be awarded as follows:

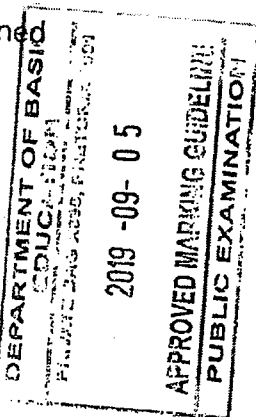
ONE mark (✓) for the social responsibility and TWO marks (✓✓) for a well-explained response.

**NOTE TO TEACHER:**

- The emphasis has to be on **social services**.
- **NO MARKS WILL BE AWARDED IF LEARNERS REFER TO BASIC SERVICES**, e.g. water, electricity, sanitation, housing etc.

Possible social responsibilities of municipalities could include the following:

1. Offering intervention programmes/run campaigns/events to address social issues, e.g. (any ONE of the following)
  - poverty. (✓)
  - women and child abuse. (✓)
  - substance abuse/physical abuse. (✓)
  - home-based care services/activities for the elderly/sick. (✓)
  - HIV and AIDS/tuberculosis (TB)/malnutrition. (✓)
  - gangsterism/crime/harmful/risky behaviour towards others/oneself. (✓)
  - gender-based violence/bullying. (✓)
  - suicide prevention. (✓)
  - road safety. (✓)
  - safe practices with regard to male/female circumcision/health. (✓)
2. Offering funding for educational/intervention programmes on, e.g. \_\_\_\_ (one of the following) to support parents/guardians.
  - the importance of early childhood development/parenting/supporting their school-going children. (✓)
  - skills to support/be tolerant towards family members/friends who are addicted to substances. (✓)
3. Initiating youth awareness programmes on their responsibility towards society at large during school holidays, e.g. voluntary community services/how risky behaviour may affect society at large/responsible use of social media platforms/delayed sex/abstinence/sexuality. (✓)



(1)

**AND**

How mismanagement of public funds through fraud and corruption could affect social development:

1. The existing/current high level of social inequality within a community may not be addressed (✓) and this may widen the gap between the privileged and the less privileged/restrict the equal spread of social power/positions even further. (✓)
2. There may be less financial and other necessary resources available for the delivery of social services in the community (✓) which may further impoverish certain community groups. (✓)
3. Social ills/issues in the community may not be attended to (✓) and this may lead to further decay of moral values in communities. (✓)
4. The socio-economic situation in communities may deteriorate/worsen (✓) which may hamper the socio-economic growth of the different social groups. (✓)
5. Improving the lives of previously disadvantaged groups in society may be neglected (✓) which may lead to further deprivation of the rights of these marginalized groups. (✓)

(1x2) (3)

Discuss **THREE** possible reasons why most municipalities are still mismanaging public funds as stated in the extract.

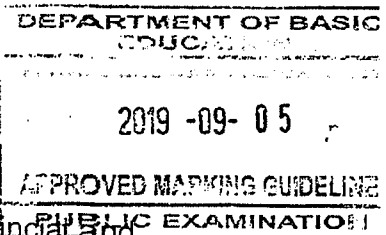
Marks should be awarded as follows:

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

Possible answers could be:

Municipalities may still mismanage funds due to...

1. possible improper monitoring and evaluation processes by provincial and national government structures (✓) which may cause local government officials to become careless about proper financial management. (✓)
2. workers responsible for the managing of funds who may not be qualified/capable/competent to do the job (✓) which may result in them not adhering to the financial processes that should be followed/being unable to implement policies. (✓)
3. malfunctioning/non-existent/poor leadership within local municipal structures that is making it impossible to holding guilty parties accountable (✓) hence they are not ensuring that those not following the rules of the financial processes, bear the consequences of their actions. (✓)
4. a culture of favouritism/nepotism/cronyism/biasness/bribery which may still exist within municipal structures (✓) and as a result those in authority are failing to manage/control public funds. (✓)
5. the possibility of whistleblowers being threatened with dismissal/death/assault or harm to their families (✓) and in this way the offenders ensure that they are not exposed. (✓)
6. abuse of power of those in management positions that may still exist (✓) since managers may not want to follow proper protocol/procedures in dealing with financial irregularities as it may reflect badly on them as managers. (✓)
7. government policies on financial processes not being followed (✓) which may keep offenders/unqualified officials in those positions despite not delivering on their responsibilities. (✓)



- 8 • colleagues/whistleblowers being bribed (✓) and as a result the offenders may continue to misuse funds. (✓)
- 9 • officials using the funds for their own benefits/greedy for more money (✓) and not being exposed by their colleagues. (✓)

(3x2) (6)

**Recommend TWO practical ways in which local communities could help prevent the mismanagement of public funds by municipalities. For EACH recommendation indicate how EACH action may help prevent mismanagement.**

**Marks should be awarded as follows:**

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

**NOTE TO TEACHER:**

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

Community members could/should...

- 1 • attend the quarterly ward meetings where financial reports are discussed (✓) thereby using the opportunity to gain insight into the financial reports, (✓) which may provide them with proof/grounds for action to be taken to eliminate/combat wasteful expenditure. (✓)
- 2 • familiarise themselves with the structures within the municipality (✓) thereby empowering themselves to follow applicable protocol in opposing actions of mismanagement of funds (✓) and this may ensure that they know how to go about reporting incidents of mismanagement. (✓)
- 3 • direct their concerns/questions about suspected misuse of funds to municipal managers at any given time (✓) thereby ensuring that managers are made aware of such conduct (✓) and this may ensure that officials may be held accountable to spend money responsibly. (✓)
- 4 • submit petitions/appeals to their municipal managers (✓) to address the misconduct of offenders (✓) and this may ensure that financial policies/municipal laws are applied at all times. (✓)
- 5 • make phone calls/write letters/visit municipal officials/picket/march/hold sit-ins/protest (✓) to request them to look into issues of mismanagement/misuse of public funds that they may become aware of (✓) and in this way municipal officials may be aware of the public eye on any misconduct regarding the management of public funds. (✓)
- 6 • require representation on the financial committees of voluntary community members who are knowledgeable about financial matters (✓) to be part of the decision-making processes regarding financial expenditures (✓) and in this way they may be able to monitor proper management of public funds. (✓)
- 7 • nominate youth councillors with an educational background on financial management (✓) who may be able to offer fresh and innovative ways to counteract the misuse of public funds (✓) and in this way they may bring solutions to ensure proper financial management within the municipal structures. (✓)

DEPARTMENT OF BASIC EDUCATION  
DBE

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APPROVED MARKING GUIDELINES

- 8 • exercise their democratic right as responsible citizens (✓) by being more vocal against the improper channelling of public funds (✓) and this may guarantee tighter financial control over the funds allocated for services to be delivered to the local community. (✓)

(2x3) (6)  
[15]

### QUESTION 5

Candidate's response must be in paragraphs.

Define the term *campaign* and state TWO benefits of the youth participating in anti-substance abuse campaigns.

Marks should be awarded as follows:

ONE mark for the definition (✓) and ONE mark (✓) for each benefit.

Definition:

A campaign is...

- 1 • a series of actions for or against situations with the intention to bring about positive change. (✓)
- 2 • activities/organised actions in a community that are aimed at achieving particular goals in society. (✓)
- 3 • planned events that people engage in over a period of time in order to achieve a particular result. (✓)

(1)

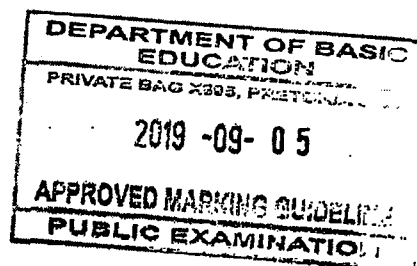
AND

Benefits:

It may give the youth an opportunity to...

- 1 • share their experiences/ideas on the risks of substance abuse. (✓)
- 2 • become aware of the negative consequences of abusing substances. (✓)
- 3 • be a proof of the harmful effects that the misuse of substances may have on a person. (✓)
- 4 • understand the impact of substance abuse from the point of view of their peers. (✓)
- 5 • create a platform for other youth to speak about/deal with issues that are difficult to discuss with their parents/family/guardians. (✓)
- 6 • be a living witness that it is possible to change one's life around. (✓)

(2x1) (3)





**Discuss THREE contributing factors that may lead to an increased number of learners abusing substances in schools.**

**Marks should be awarded as follows:**

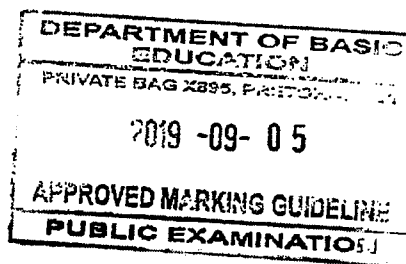
TWO marks each (✓✓) for THREE well-explained responses.

**NOTE TO TEACHER:**

**Possible answers could be:**

1. Substances may be easily accessible to learners in schools/drug lords may have dealers inside the school (✓) which may lead to the temptation of more learners wanting to explore the experience of using substances. (✓)
2. A lack of/ineffective monitoring on the schools grounds by school authorities (✓) may make it easy for learners to access and start using these illegal substances. (✓)
3. Most schools do not have preventative measures in place (✓) which may make it easier for dealers to reach vulnerable learners. (✓)
4. Some schools may not do regular reviews of the security measures they already have in place to assess the effectiveness thereof (✓) which may still give unauthorised members of the public access to the school premises. (✓)
5. A lack of education about the dangers of substance abuse in some schools (✓) may result in learners not being aware of the facts on the matter. (✓)
6. Due to academic/peer pressure/personal issues (e.g. low self-esteem)/abusive situations at home (✓) some learners may resort to start using substances as a coping mechanism. (✓)
7. A lack of support from the school community in protecting learners from community members who are making the substances available to these learners (✓) may add to a higher rate of learners who are exposed to these illegal activities. (✓)
8. Some schools may not effectively implement their code of conduct (✓) and this may give learners the freedom to experiment with illegal substances. (✓)
9. Role models, e.g. coaches/teachers who may be using/abusing substances (✓) which could influence learners to start using it as it may seem acceptable to do so. (✓)
10. Learners bringing substances such as dagga from home since it may be easily accessible from their home environment (✓) which may lead to more learners being exposed to the use of substances. (✓)

(3x2) (6)



**Recommend TWO practical strategies that could be implemented by the National Department of Social Development to ensure that the campaign is effective. For EACH answer also indicate how EACH strategy may contribute to the success of the campaign.**

**Marks should be awarded as follows:**

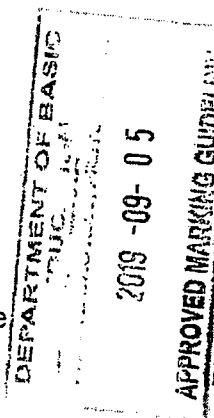
THREE marks each (✓✓✓) for TWO well-explained responses.

**\*NOTE TO TEACHER:**

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

The National Department of Social Development could...

1. sensitise/alert the public through local newspapers/pamphlets/billboards/television/social media platforms about the campaigns that will be run within their immediate communities (✓) in order to ensure that the message is spread (✓) and in this way the intended target groups may be reached. (✓)
2. do proper research on the areas that are in most need of such campaigns (✓) in order to develop the best suitable programme for this drive in the specific community (✓) and in this way it may ensure that the plans speak to/address the needs of that specific community. (✓)
3. assign social workers at schools/on campuses/in specific areas in the community (✓) in order to attend to learners/students/the youth/people who may need counselling/advice while the campaign is in progress (✓) and in this way any possible factors that may work against them could be eliminated, thereby ensuring the success of the programme. (✓)
4. invite parents/family members/friends to support group meetings, (✓) and as a result community involvement is broadened (✓) and in this way may result in a greater support base to the victims, hence ensuring the success of the campaign. (✓)
5. constantly interact with the community by means of social networks, (✓) which may be a viable medium to change attitudes regarding the campaign (✓) and this may influence/inspire a larger number of people to participate in the activities of the campaign. (✓)
6. mobilise the youth to be part of the planning processes of the campaign (✓) which may influence their peers to follow suit (✓) and in this way the youth as one of the target groups may become more involved in the campaign. (✓)
7. establish smaller drives in all the identified communities (✓) to advance the aims/goals/objectives of the campaign (✓) and in this way certain aspects of the programmes may work more effectively in smaller groups. (✓)
8. create awareness of the campaign at churches/places of worship/community based organisations, e.g. safe houses through distribution of pamphlets/brochures/free newspapers/talks (✓) so that larger groups of people may be more easily reached (✓) and in this way more people may be involved in opposing/combating/fighting substance abuse in their communities. (✓)



9. roll out anti-substance abuse programmes in educational institutions, (✓) which may assist in identifying and placing learners/students who are addicted to substances into relevant rehabilitation programmes (✓) and in this way the campaign may be effective as early detection and intervention are done. (✓)
10. provide all necessary details (date, time, venue, purpose) to communities regarding the campaign (✓) in order to ensure that everyone receives the correct information (✓) and in this way the affected parties/relevant people are targeted to participate/join in the campaign. (✓)
11. host competitions/provide awards/give freebies (e.g. t-shirts, memorabilia of the event) to the youth (✓) which may encourage them to participate (✓) and in this way a larger number of young people may be reached/may engage in the activities. (✓)

(2x3)

(6)

[15]

**QUESTION 6**

Candidate's response must be in paragraphs.

Identify the relevant Labour Act related to sick leave in the scenario and give TWO reasons why workers should know the regulations on taking leave.

Marks should be awarded as follows:

ONE mark (✓) for the Act and ONE mark each (✓)(✓) for each reason.

Labour Act:

- Basic Conditions of Employment Act (BCEA), 75 of 1997 (✓) (1)

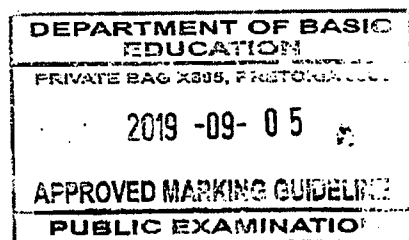
AND

Workers should know the regulations so that they may know ...

1. what the rules are pertaining to the different types of leave (e.g. how many days of sick/annual/special/maternity/paternity leave). (✓)
2. what required documentation is needed for different leave-taking. (✓)
3. by when the relevant documents should be submitted to the employer. (✓)
4. the rules with regard to the submission of medical certificates for sick leave. (✓)
5. how their salaries may be affected if they exhaust the number of days allocated to the different types of leave. (✓)
6. what the consequences could be should they violate any of the regulations regarding leave-taking/be frequently absent. (✓)
7. how to manage leave-taking. (✓)

(2x1)

(3)



**How do you think the employer came to the conclusion that the worker's medical certificates in the scenario were fraudulent? Discuss THREE possible reasons.**

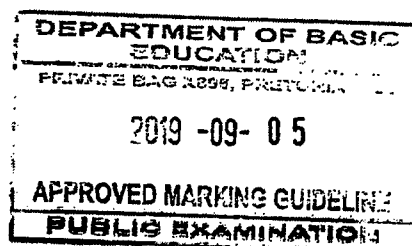
**Marks should be awarded as follows:**

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

**Possible answers could be:**

1. The worker may have tampered with the dates/handwriting on the medical certificates, (✓) which may have raised suspicion that the certificates were forged. (✓)
2. The employer may have been aware of previous misconducts by the worker, (✓) which may have led to closer scrutiny of the medical certificates, hence discovering it to be fraudulent. (✓)
3. The workers may have submitted medical certificates that were not issued and signed by registered medical practitioners/practitioners who were not registered with the medical board/Health Professionals Council of South Africa (HPCSA), (✓) which then would imply/mean that the certificates were not authentic. (✓)
4. There may have been a pattern of poor work attendance by the worker who may have submitted fraudulent medical certificates in the past, (✓) which could have confirmed that he/she has a history of not complying with the company's policies/procedures, leading to the employer's conclusion that he/she could have falsified the medical certificates. (✓)
5. The medical certificates may not have had all the required information of the medical practitioner, (✓) which is why the certificates could not be accepted as valid. (✓)
6. The employer may have made a general inquiry on the worker's visit to the doctor, (✓) which could have indicated that the information on the medical certificates was not reliable/there were no records of the worker's visits to the doctor. (✓)
7. The employer may have found evidence on social media/through co-workers/family members that the worker was actually engaged in social activities at the time of being supposedly sick (✓) which then verified that the medical certificates did not reflect his/her true medical condition he/she claimed to have had. (✓)
8. The medical certificates may have been from a practitioner known to issue fraudulent certificates (✓) which then may have raised concerns that the certificates were not legal. (✓)
9. The days of the worker's absenteeism were too close together within the same month (✓) which could have indicated that the worker may not have had a valid reason for such frequent absenteeism. (✓)

(3x2) (6)



**Recommend TWO practical ways in which employers could reinforce work ethics to counteract absenteeism in the workplace. For EACH answer also indicate how EACH measure may improve the work ethics of workers.**

**Marks should be awarded as follows:**

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

**NOTE TO TEACHER:**

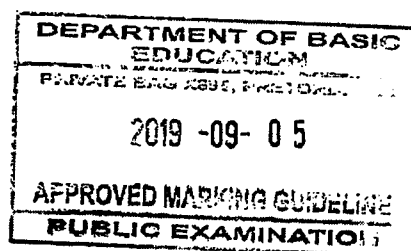
- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 3- mark question, candidates could and should be awarded 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
- To be awarded the full three marks candidates must give a statement,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

Employers could...

1. regularly emphasise the expectations for attendance at work/introduce compulsory workshops on leave management (✓) so that all workers may be clear on the matter at all times (✓) and this may ensure that they may always make responsible decisions regarding work attendance. (✓)
2. enforce the work attendance policy consistently (✓) so that workers may realize the seriousness thereof (✓) and in this way there may be more discipline with regard to attendance in the workplace. (✓)
3. ensure that all workers know what to do when they are to be late/miss a day (✓) so that they may follow proper procedures (✓) and this may guarantee that their absence from work does not negatively affect their productivity. (✓)
4. assess the amount of paid time-off allowed, (✓) which may reduce planned/unplanned absence from work (✓) and this may enhance their dedication to their work. (✓)
5. consider introducing employee wellness programmes (✓) which may help reduce work/personal stress (✓) and in this way they may develop a positive approach to work. (✓)
6. work towards keeping workers engaged with interesting work projects (✓) which may allow them to apply innovation/creativity (✓) and this may keep them motivated at their work. (✓)
7. have wellness call centers where workers could seek assistance confidentially, (✓) which may encourage them to talk to someone about their personal/work-related problems affecting their work negatively (✓) and this may prevent them from staying absent from work as a coping mechanism. (✓)
8. offer professional counseling services (✓) which may help workers to cope with the specific aspects that are causing them to be absent from work (✓) and in this way they may be able to carry out their duties/responsibilities as expected in their job contracts. (✓)
9. monitor how workers use their leave (✓) which may help them to manage their leave better (✓) and in this way they may be able to plan their leave in line with their work responsibilities. (✓)

(2x3) (6)  
[15]

TOTAL SECTION C: 30  
GRAND TOTAL: 80



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