| MEMORANDUM  Jeppe High School for Boys  jeppe badge on A3 copy.jpg  Grade: 11  Examination: Life Orientation |
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**SECTION A (COMPULSORY)**

**QUESTION 1**

1.1 1.1.1 D (✓)

1.1.2 C (✓)

1.1.3 C (✓)

1.1.4 D (✓)

1.1.5 B (✓)

(5)

(Lower order)

1.2 1.2.1 The Rule of Law (✓)

1.2.2 Match fixing (✓)

1.2.3 Accountability (✓) (3)

(Lower order)

1.3 1.3.1 **Give TWO examples of steps that individuals could take when**

**setting goals for their future.** (Lower order)

**Marks should be awarded as follows:**

ONE mark (✓) for each of the TWO responses

Possible answers could include:

* write down their goals. (✓)
* create a visual representation of their goals/ vision board. (✓)
* establish a deadline/ timebound/ timely (✓)
* assess their measurability (✓)
* ensure that they are specific. (✓)
* identify ways to overcome possible obstacles. (✓)
* review the relevance of their goals regularly. (✓)
* evaluate their progress. (✓)
* order goals in terms of priority (✓)
* eliminate time-wasters. (✓)
* *Any TWO of the above responses for ONE mark each.* (2X1) (2)

1.3.2 **Explain why attaining tertiary education qualifications could ensure**

**employment for South African youth in the context of high youth**

**unemployment rates.** (Middle order)

**Marks should be awarded as follows:**

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

It could …

* provide them with opportunities to acquire latest technologically inclined education and skills (✔) which could enable them to successfully compete in both the local and global market. (✔)
* make the youth more relevant for the upcoming jobs in the workplace (✔) for which the older generations may not be compatible with. (✔)
* be able to do self-market through social media (✔) as social media is used by many people locally and globally amongst which potential employers may be on the lookout. (✔)
* inculcate positive work ethics/etiquettes for both online and offline job activities (✔) as most companies aspire to employ people whose behaviour could not lead to unnecessary litigations. (✔)
* teach them latest and applicable customer relations skills (✔) which may make them stand out from the currently employed workers. (✔)
* take advantage of the youthfulness of this generation by opening them up to new careers in the job-market (✔) for which the older generations may lack enthusiasm. (✔)
* make use of their vigor/energy to explore diversification of existing modes of production (✔) which could further create more job opportunities for them down the value chain. (✔)
* develop the value for social entrepreneurship (✔) which may assist them to identify niches in their society that they could then take advantage of by creating products to help resolve such social problems/a lack of social services. (✔)
* *Any ONE of the above responses for TWO marks.* (1X2) (2)

1.3.3 **Why do some graduates not pay back their student loans?** (Lower order)

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Students may be…

* unable to find a job. (✓)
* in a job that does not pay them enough to pay back the loan. (✓)
* unaware / ill-advised / naïve of the consequences of defaulting on the loan repayments. (✓)
* unprepared for the responsibility of paying back a loan. (✓)
* in the position where they overextended their finances when they took out the loan. (✓)
* inexperienced in the loan repayment process and find it difficult to navigate. (✓)
* *Any TWO of the above responses for ONE mark each.*  (2X1) (2)

1.3.4 **Discuss the importance of why “sexting” can be considered**

**dangerous.** (Middle order)

**Marks should be awarded as follows:**

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

Possible answers could include the following:

* Any sexually explicit images/messages/videos sent/shared on social media could end up in wrong hands (✓) and these images may then be irresponsibly shared on different platforms. (✓)
* The sexual content you may share could reach your workplace/school/church/parents etc. (✓) which may cause embarrassment to you and acquaintances. (✓)
* Some people may use such messages to blackmail you (✓) and you may find yourself struggling to retrieve such content/you may be indebted trying to succumb to the demands of the blackmailers. (✓)
* Some people may find it difficult to deal with the after mirth of leaked sexual messages/videos/picture (✓) and may eventually develop emotional/psychological/behavioural problems. (✓)
* Sexual content may discredit your persona /remains in your cyber footprint / cyberprofile (✓) and that may jeopardise your attempts to secure employment. (✓)
* The sender’s workplace/ colleagues/ boss/ manager could find out about it (✓) which could lead to an employee being fired/ facing a disciplinary hearing/ receiving a written warning. (✓)
* *Any ONE of the above responses for TWO marks.* (1X2) (2)

1.4.1 **Explain why learnerships might be appealing to school leavers.**

**Marks should be awarded as follows:** (Middle order)

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

Learnerships may be appealing because …

* learners may not have money to study full time. (✓)
* more practical learners may appreciate being able to implement what they have learnt straight away. (✓)
* they may work towards certain learners’ skill sets. (✓)
* the company may offer a stipend or salary while on the program. (✓)
* it may set them up to get a job within the company afterwards (✓)
* *Any ONE of the above responses for TWO marks.* (1X2) (2)

1.4.2 **Recommend ONE possible strategy as to how school leavers could**

**make themselves stand out amongst other learnership applicants.**

**Marks should be awarded as follows:** (Higher order)

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

School leavers could make themselves stand out by …

* approaching potential companies in person (✓) and speaking to the managers about potential learnership opportunities (✓) so that these companies can get a better sense of who the candidate is and see them as a professional/ put a face and professional personality to the name on their CV (✓) which will make them stand out over other applicants who just drop off a CV as the employer will view them as a person instead of a piece of paper. (✓)
* offering to volunteer for the company whilst still at school (✓) by completing odd tasks/ coming to work after school, (✓) so that they can gain experience with that company and allow the company to see their work ethic (✓) which would make the company more predisposed towards them because they know them personally / can see that they are willing to put in the hard work. (✓)
* ensuring that they gain experience in the field they would like to study (✓) by working/ volunteering during school holidays/ after school (✓) so that they already have some relevant work experience (✓) which could show the company that they will not be training up and offering a learnership to someone who is completely new to the field/ the company will see this as appealing because the learner will have less to learn during the learnership as they should already know the basics. (✓)
* *Any ONE of the above responses 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 **Give the definition of the term ‘CBO’.** (Lower order)

**Marks should be awarded as follows:**

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

**Definition:**

CBO is…

* Community-based organisations (✓) are any form of a non-for-profit organization that provides services/ assistance to economically or socially disadvantaged persons within its designated community. (✓)
* Community-based organisations (✓) representative body of a community/ significant parts of a community that provides educational or other related basic human services to distressed individuals in the community. (✓)
* *Any ONE of the above responses for TWO marks.*  (1X2) (2)

2.2 **State TWO reasons why study goals would even be more important to UCT**

**students after the fire.** (Lower order)

**Marks should be awarded as follows:**

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

Study goals could …

* help them maintain focus in a time of chaos (✓)
* present them with something to work on towards ultimate improvement of their lives. (✓)
* enable them to reorganise themselves by being on track. (✓)
* give them something to think about to help overcome the trauma. (✓)
* provide meaning in a potentially hopeless situation. (✓)
* empower students as they already have control over this aspect of their life. (✓)
* create a sense of achievement to help mitigate feelings of loss caused by the fire. (✓)
* *Any TWO of the above responses for ONE mark each.*  (2X1) (2)

2.3 **Explain ONE way in which CBOs could help the UCT students that lost their**

**accommodation and personal possessions.** (Lower order)

**Marks should be awarded as follows:**

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

CBOs could …

* organise donations (✓) of clothing/ toiletries/ household items. (✓)
* create temporary shelter (✓) for those who are homeless (✓)
* deliver fresh water to students (✓) to ensure that basic needs are met (✓)
* host food delivery/ soup kitchens (✓) to ensure they have food (✓)
* distribute pamphlets on how to get their life back on track after the fire (✓)
* gathering volunteers (✓) to help rebuild the destroyed buildings. (✓)
* facilitate counselling services (✓) to assist with trauma (✓)
* *Any ONE of the above responses for TWO marks.*  (1X2) (2)

2.4 **Discuss TWO funding opportunities that those who lost everything in the fire**

**could consider in order to continue with their studies.** (Middle order)

**Marks should be awarded as follows:**

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

The students could…

* reach out to various disaster reliefs/CBOs/NGOs/government disaster relief fund/Faith Based Organisations (FBOs) (✓) which could help them with textbooks/laptops/stationary etc. enabling them to do their academic work. (✓).
* request for help from the university authorities/RCLs (✓) which could assist the students in acquiring lost materials such as school books or notes(✓).
* reach out to their insurance company, if insured (✓) which would enable the student to either get their items back or be financially reimbursed (✓).
* start a funding campaign through the University/news outlets/involvement of community organisations etc. (✓) which could ensure that the lost items are replenished/replaced. (✓)
* request the university to hire students who lost most of their personal possession in the clean-up initiative (✓) so that they may afford some of their academic essentials. (✓)
* *Any TWO of the above responses for TWO marks each.*  (2X2) (4)

2.5 **Assess how the fire could have caused emotional ill-health in UCT students.**

**Marks should be awarded as follows:** (Middle order)

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

UCT students could …

* experience sleep disturbances/insomnia (✓) as their minds may still be active processing the occurrence of fire. (✓)
* develop Post-Traumatic Stress Disorder (PTSD)/ flashbacks of trying to escape the fire (✓) which could lead to high levels of fear and anxiety long after they are safe. (✓)
* suffer from high levels of hopelessness/helplessness/ inferiority/ disempowerment (✓) resulting from the manner the evacuation process was conducted. (✓)
* fall into depressive episodes (✓) as they may continue struggling to deal with the trauma and grief of losing their homes/as they may continue to salvage years of work that may have been stored in their dorms. (✓)
* *Any TWO of the above responses for TWO marks each.*  (2X2) (4)

2.6 **Provide TWO strategies on what insitutions such as universities can do to**

**prevent damage caused by natural disasters. In your answer, also indicate**

**how natural disasters, such as the UCT fire, could bring people together for**

**a common cause.**  (Higher order)

**Marks should be awarded as follows:**

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

They could …

* educate scholars (✓) on how to prevent park fires (✓). Natural disasters require them to cooperate with each other as they quantify the damage caused by the disaster, because doing it alone may take long to complete.(✓)
* encourage more scholars to take environmental studies degrees (✓) this will motivate them to develop new ways of combating fires and protecting the environment. (✓) Natural disasters sensitize them to realise how important they are to each other as they now need each other to survive the aftermath of the disaster. (✓)
* raise funds through campus campaigns (✓) to make others aware and to better equip firefighter. (✓) Natural disasters force them to offer both material/emotional support to each other (✔) as they go about checking the damage that the disaster may have caused. (✔)
* *Any TWO of the above responses for THREE marks each.*  (2X3) (6)

**[20]**

**QUESTION 3**

3.1 **Give the definition of the term ‘public participation’.** (Lower order)

**Marks should be awarded as follows:**

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

**Definition:**

Public participation refers to…

* Citizens taking action (✓) to be a part of the governance (✓) of their country
* all people exercising their rights (✓) to take an active role in their society and the way it is governed. (✓)
* any process that directly engages the public (✓) in decision-making (✓)
* actions that take public input into account (✓) when making a decision that affects the country. (✓)
* solicitation of public inputs (✓) when law is formulated. (✓)
* the ability of the people to elect leaders (✓) who may fulfil their interests in the manner the country is governed. (✓)
* *Any ONE of the above responses for TWO marks.* (1X2) (2)

3.2 **State TWO reasons why public participation is an important factor in**

**upholding the democracy of South Africa.** (Lower order)

**Marks should be awarded as follows:**

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

Public participation is important because…

* it decreases chances of corruption as leaders would know people will eventually hold them accountable (✓)
* the government can make well-informed decisions based on their real needs. (✓)
* the public will be more likely to support decisions of leaders if well consulted (✓)
* citizens are more likely to be able to abide by any regulation/arrangement/procedure as they would have developed better understanding. (✓)
* it empowers citizens to play an active role in their circumstances. (✓)
* they will make best decisions possible as multiple sources/ concerns were taken into account. (✓)
* *Any TWO of the above responses for ONE mark each.*  (2X1) (2)

3.3 **Explain how the violent actions of the looters and the taxi drivers**

**may have harmed the community.**  (Middle order)

**Marks should be awarded as follows:**

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

They may have harmed by…

* The shooting and starting of fires could have injured or killed unsuspecting community members (✓) making them to continuously feel vulnerable and unsafe in their own living space. (✓)
* Community members may have been unable to leave their residence (✓) as due to the traffic caused by the chaos /or/ fear of leaving their homes (✓) meaning that they may not be able to get to work/ appointments on time.(✓)
* Debris from looting could litter the street (✓) making it dangerous for pedestrians/ children who may stand on sharp objects. (✓)
* They may have damaged property of those community members who had nothing to do with the initial grievances (✓) resulting in them losing their valuable possessions. (✓)
* Fires started as part of the looting could spread, which could cause a blaze (✓) which could destroy parts of the communal space/homes/parks/public buildings etc. (✓)
* Businesses may be forced to close down due to loss of income whilst closed/ being unable to cover costs of the damage (✓) which could lead to increased unemployment in the community. (✓)
* *Any ONE of the above responses for TWO marks.* (1X2) (2)

3.4 **Discuss TWO alternative, non-violent methods of public participation which**

**could have been used by the taxi drivers in the above situation.** (Middle order)

**Marks should be awarded as follows:**

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

Taxi drivers could have addressed the looting by…

* holding a peaceful and non-provocative protest (✓), so that looters can see the public’s displeasure /or/ to help defuse the group of looters (‘group think’). (✓)
* parking their taxis in the way to create a barrier (✓) so that the looters could be blocked. (✓)
* contacting a mediatory party/the law-enforcement agents/police/councilors etc. (✓) so that they could intervene in order to bring about a safe and amicable solution to the problem. (✓)
* creating and signing a petition which they would deliver to the community authorities (✓) to show public outrage at the lack of action taken against looting /to propose alternative solutions. (✓)
* displaying posters/ placards along the looting route (✓) so that looters may be aware of the public outrage/may realize that they are being watched. (✓)
* *Any TWO of the above responses for TWO marks each.*  (2X2) (4)

3.5 **Assess TWO ways in which schools can assist in preventing future tragedies**

**of this kind.**  (Middle order)

**Marks should be awarded as follows:**

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

Possible answers could include:

* Educate the youth on the dangers of this behaviour (✓), if learners are aware of the future social and economic impacts of such behaviour they will be less likely to indulge in such crimes (✓)
* Teach learners on alternatives (✓) so that they have other viable choices (✓)
* Focus lessons on growing a moral compass (✓) because this would encourage them to always choose to make the right decision (✓)
* Any TWO of the above responses for TWO marks each. (2X2) (4)

3.6 **Suggest TWO ways in which community leaders could hold the looters**

**accountable for their actions in a legal and responsible manner. In your**

**answer, also indicate how EACH suggestion could result in justice being**

**served.**  (Higher order)

**Marks should be awarded as follows:**

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

Community leaders could…

* report illegal activities to the police instead of taking matters into their own hands (✓) ensuring that looters become hesitant of engaging in such acts in the future (✓) as the police will have more authority to legally implement just punishments. (✓)
* implement community policing forums (✓) to keep the community working with the police as they can help to identify the looters that may get lost in the crowds (✓) meaning that the correct people/ parties are prosecuted. (✓)
* assist the police in combating crime by not protecting/ hiding looters (✓) as this would mean that the authorities won’t be hindered in doing their job (✓) leading to eradication or lessening of acts of violence for everybody to feel safe. (✓)
* organise safe spaces where community members can sign petitions (✓) which could appeal to the government or authorities to get the get involved in talking the looting problem (✓) and that my lead to successful conviction of looters/bring those involved in looting to book for safer living space. (✓)
* start a social media campaign on the effects and extent of damage that these heinous acts bring to people (✓) as some within the community could have become immune from these ongoing acts of violence/they may have become used to it that they do not even care about the effects of this scourge (✓) and by so doing, they will always be on the lookout for such incidents ensuring a safe living space for everyone. (✓)
* encourage community members to be whistle blowers (✓) to create a culture of reporting wrongdoing within the community (✓) and in that way, more looters can be reported by community members without fear of being victimised by the perpetrators/sympathisers of wrong doers. (✓)
* contacting the media with first-hand accounts of those negatively affected by the destruction from the looting (✓) so that looters may be aware of the consequences of their actions on innocent people (✓) which could deter them from going on with their inhumane acts/which could ensure that they take responsibility for their negative acts in the community (✓)
* Any TWO of the above responses for THREE marks each. (2X3) (6)

**[20]**

**TOTAL SECTION B: 40**

**SECTION C**

1. 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 **'ENQR'** (Exceeded Number of Questions Required).
2. Candidates' responses must be in the form of PARAGRAPHS. **Marks will only be awarded for responses written in full sentences.**

**QUESTION 4**

**NOTE TO TEACHER:**

* **In this question, candidates’ answers must be written in full sentences as far as possible. Hence within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**

**State FOUR ways in which teenagers may use social media to build their relationships.** (Lower order)

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Teenagers could …

* follow someone/some people on social media/request to be friends with other social media users. (✓)
* comment on/ like posts to express interest/share posts/tag other peoples’ posts leading to friendship being formed online. (✓)
* post pictures of themselves with their loved one resulting in people liking those pictures thus forming some kind of relationships. (✓)
* change their relationship status in ways that may attract people to elicit interest in them. (✓)
* use different apps to initiate communication with as many people as possible. (✓)
* *Any FOUR of the above responses for ONE mark each.*  (4X1) (4)

**Analyse how social media can foster positive relationships that could build a teenager’s emotional well-being.**

**Marks should be awarded as follows:**

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

**NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**\*NOTE TO TEACHER: Learners should also be awarded marks for responding in the negative.** (Middle order)

* creating lasting connections with people who are in other countries (✓) exposing them to different cultures and ideas (✓) which would foster a growth mindset and attitude, allowing them a sense of fulfilment and personal satisfaction with their development. (✓)
* finding likeminded individuals through searches/ social media groups (✓), where they can talk to people who are facing the same struggles as they are (✓) and these people/ groups may align more with the type of people that they are allowing them to feel a new level of acceptance. (✓)
* The freedom to be themselves due to the feeling of anonymity created by social media/ being behind a screen (✓) which may provide a safe space for teenagers (✓) to discover who they are without fear of judgement (✓) allowing them a greater sense of peace surrounding this process/ allowing them to attain a well-grounded sense of self that they can be confident in. (✓)
* Exposing them to support groups that are always readily available (✓) in order to provide emotional support/safe haven (✓) allowing them to vent/ express their feelings in times of crisis, no matter the time (✓) which could allow them to feel heard/ gain a different more balanced perspective/ not feel alone when they are going through something difficult. (✓)
* Overcoming barriers of distance (✓) where they can chat to loved ones who are far away (✓) meaning that they may miss these loved ones less/ feel a greater sense of emotional connection (✓) allowing them to go about their daily lives without feeling as heartsore/ without morning the loss of the relationship due to distance.(✓)
* Reconnecting them to people that they haven’t seen for a while (✓) when these people pop up on their feed/ notifications (✓) so that they can remember to contact these people/ which may prompt them to contact them after a long period of silence (✓) exposing them to another potentially fulfilling and healthy relationship. (✓)
* *Any TWO of the above responses for FOUR marks each*. (2X4) (8)

**Critically discuss the impact that social media has had on teenage relationships.**

**Marks should be awarded as follows:**

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

**NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**\*NOTE TO TEACHER: Learners should also be awarded marks for responding in the negative.** (Higher order)

Social media has…

* allowed us to stay up to date with our partner’s activities through photos and posts (✓) allowing for a greater sense of engagement/ involvement in their daily lives when they are not around, (✓) however, some people may in their daily engagement with people project themselves as the only ones who know everything about anything (✓) and this may scare most people away from them. (✓)
* exposed teenagers to a host of new ideas of what they can do with their partners/ friends (✓) meaning that they have new ways to grow and strengthen their relationships (✓) but these ideas may lead to a comparison/ unreasonable expectations of how these ideas should go/how things should be done, (✓) and their partners/ friends’ would then be disappointed/disgusted/angry/felt let down etc. (v)
* created a sense of stability and consistency (✓) as they know that they can reach out to someone if they are worried about their whereabouts/ need support, (✓) however, their partner/ friends may still not respond to their messages/ calls/deliberately shun at their attempts to locate them (v) leading to insecurity/ hurt feelings. (✓)
* permitted teenagers to share their relationships and their memorable moments with the world (✓) which could create a sense of authenticity/ celebration that strengthens the bond, (✓) however, they may start to share too much/ intimate details that the other party may not feel comfortable with (✓) leading to a lack of intimacy/ breach of trust. (✓)
* created a way for teenagers to feel a sense of greater involvement in activities that they were unable to be a part of, (✓) by so doing they may participate in the spoils that go with those activities even if they were not able to physically be there (✓) however this can create a feeling of being left out/ jealousy that they are showing off (✓) and if that feeling persists, they may eventually not talk to each other in the future as the jealousy may have gotten the better part of them. (✓)
* *Any TWO of the above responses for FOUR marks each*. (2X4) (8)

**[20]**

**QUESTION 5**

**NOTE TO TEACHER:**

* **In this question, candidates’ answers must be written in full sentences as far as possible. Hence within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**

**State FOUR reasons why the coach may have viewed flashy soccer**

**tricks during a game as bad sportsmanship.** (Lower order)

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Flashy soccer tricks could be considered as …

* taunting/ mocking the opposing team/players. (✓)
* taking ball time away from other players. (✓)
* playing to the gallery without being conscious of the time you may have wasted. (✓)
* selfish and individualistic instead part of the team. (✓)
* distracting from the main point of the game. (✓)
* disrespectful to fans who have paid to see a competition between two opposing teams. (✓)
* *Any FOUR of the above responses for ONE mark each.*  (4X1) (4)

**Analyse the importance of professional sports players behaving well in**

**their national and international matches.**

**Marks should be awarded as follows:**

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

**NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**\*NOTE TO TEACHER: Learners should also be awarded marks for responding in the negative.** (Middle order)

Sports players …

* should adhere to the rules of the game (✓) as not doing so, may attract unnecessary backlash from sports mangers (✓) which could negatively impact on the image of the team (✓) resulting in it loosing points in the tournament. (✓)
* could create a negative/ violent undertone (✓) if they get aggressive angry when playing, (✓) which could set a more tense atmosphere for the entire match (✓) leading to a higher likelihood of violence amongst the spectators. (✓)
* are role models to the youth (✓) who can be easily influenced whilst watching them on TV (✓) and may believe that any positive actions are a standard behaviour (✓) and then take the sports player’s actions into account when dealing with similar situations. (✓)
* are setting the standard of how people should behave in a sporting environment (✓) by modelling how people should react to problems with the match (✓) which could set a good example for spectators (✓) and lead to fewer spectators being incited to violence. (✓)
* have a duty towards their spectators (✓) who have paid money to see a game played to the best of all players’ abilities (✓), so if a player lets emotion get in the way or doesn’t give their best, (✓) then they are cheating the spectators of what they paid for. (✓)
* are under the spotlight when they play as their games may be broadcast internationally/ foreigners may come to watch their games, (✓) which will in turn affect how people view the country (✓) and they could then spread their feelings or perspectives about South Africa in their country (✓), giving our country a specific global image. (✓)
* *Any TWO of the above responses for FOUR marks each*. (2X4) (8)

**Critically discuss ways in which the media could promote good**

**sportsmanship amongst soccer spectators.**

**Marks should be awarded as follows:**

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

**NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**\*NOTE TO TEACHER: Learners should also be awarded marks for responding in the negative.** (Higher order)

The media could …

* incorporate good sportsmanship in sponsorship adverts (✓) by using scenarios where professional/ethical/reputable players endorse a product/ brand whilst playing professionally (✓), which sets a very specific and high standard for the public (✓) that others will have to live up to. (✓)
* have famous sports players featured in campaigns (✓) where they talk about times where they could have displayed bad sportsmanship but didn’t, (✓) which could provide practical tips on how to be a good sportsperson in challenging situations (✓), making it easier for the general public to follow the example/ modelled behaviour. (✓)
* invite sports professionals to speak on talk shows (✓) where they discuss the importance of good sportsmanship (✓) to demonstrate how they benefited from it (✓) which could then inspire good sportsmanship within their sports/ amongst citizens. (✓)
* create posters/ written documents such as pamphlets (✓) that could give advice on the value of good sportsmanship (✓) which educate the public on specific sportsmanship procedures and expectations (✓) ensuring that they have enough information to be good sportspeople/spectators. (✓)
* send news companies to report on the positive side of certain sporting events (✓) which could demonstrate that there is always good things at play even though, the game has not epitomised good sportsmanship (✓) which should be appreciated (✓) so that the public/ spectators/ players can see that good sportsmanship takes precedence over negativity/ bad sportsmanship. (✓)
* hold discussions via social media on what it means to be a good sportsman(✓) in which diverse opinions/ideas/views/beliefs/attitudes could be tested (✓) so that a general idea of being a good sportsman could be developed (✓) and that could inculcate positive sportsmanship values in those who take part in the discussions. (✓)
* *Any TWO of the above responses for FOUR marks each*. (2X4) (8)

**[20]**

**QUESTION 6**

**NOTE TO TEACHER:**

* **In this question, candidates’ answers must be written in full sentences as far as possible. Hence within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.**

**State FOUR reasons why Grade 11s should start researching admission requirements for their chosen higher education course as early as**

**possible.** (Lower order)

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Grade 11s …

* may find that they must meet certain requirements. (✓)
* can mentally prepare for the application process. (✓)
* would be less likely to be caught unaware by application deadlines. (✓)
* would have time to become familiar with the application process. (✓)
* could ask for assistance with technology/ the application process in advance. (✓)
* could start working on the grades required by the different institutions. (✓)
* may reconsider the subject combination they are pursuing so that they may make the necessary changes. (✓)
* *Any FOUR of the above responses for ONE mark each.*  (4X1) (4)

**Analyse why it is important for Grade 11s to maintain good marks if they**

**want to pursue tertiary education.**

**Marks should be awarded as follows:**

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

**NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**\*NOTE TO TEACHER: Learners should also be awarded marks for responding in the negative.** (Middle order)

It is important because …

* Tertiary institutions use these marks to decide whether applicants should get provisional acceptance for their course(s) (✓) so grade 11s must do well to give themselves the best chance of getting accepted (✓) meaning that if they don’t meet their minimum requirements with their grade 11 report (✓), they may not get accepted into their chosen course. (✓)
* Sometimes, teachers may cover matric work in grade 11(✓), as there is too little time in matric to get through all the content, (✓) meaning that grade 11s would be better prepared when they reach matric (✓) and could get better marks as a result. (✓)
* Often, matric work builds on what is learnt at grade 11 (✓), so having a good knowledge of grade 11 content will give the learners a good foundation (✓) to build on when they reach matric (✓), making it easier for them to understand the work. (✓)
* Because the work in grade 11 is meant to prepare learners for the rigorous nature of grade 12 (✓), grade 11 could highlight certain gaps in a learner’s knowledge (✓), which they could aim to fill during their grade 11 year (✓) so that they don’t have to struggle as much in grade 12. (✓)
* By studying hard in grade 11 and putting in extra effort to improve (✓), learners demonstrate to teachers that they are responsible and capable of handling pressure, (✓) making them more inclined to offer them leadership opportunities such as prefectship (✓), which they can then use to make their tertiary institution applications look more impressive. (✓)
* Grade 11s would develop the habit of balancing schoolwork and social life (✓) so that they are better able to cope with the social and academic pressure of grade 12 (v), making it less stressful for them (✓), meaning that they have more mental energy to dedicate to their studies. (✓)
* *Any TWO of the above responses for FOUR marks each*. (2X4) (8)

**Critically discuss additional options available to matriculants who do not**

**wish to study straight out of school.**

**Marks should be awarded as follows:**

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

**NOTE: To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)**

**\*NOTE TO TEACHER: Learners should also be awarded marks for responding in the negative.** (Higher order)

Matriculants may decide that they would like to…

* take some time to travel the country/ the world (✓) which could provide them with different cultural experiences/ greater understanding of the way the world works; (✓) however, this could leave a gap on their CV (✓) which may not look good to potential employers at a later date. (✓)
* volunteer in organizations that link closely to the career field that they are interested in (✓) which could provide them with a better understanding of the field/ experience to put on their CV; (✓) however, many school leavers cannot afford not to earn a salary (✓) meaning that households may struggle because of this decision. (✓)
* work in industries related to those that they want to study (✓) which will help them decide whether it is the best career choice for them before they go study; (✓) however, after earning a salary/ wage they may not have the drive to go back and study (✓) which could mean that they are denied promotion/ growth opportunities at a later stage. (✓)
* seek out any employment opportunities (✓) which could provide them with an idea of what they would like to study/ could help them support their family/ could allow them to start their career earlier to progress faster (✓) however, they may get stuck in this job due to the financial gains that come with being employed/comfortable in this position (✓) and never have an opportunity to study further if that is their dream/ only be able to climb to a certain point within the company without further qualifications. (✓)
* take time off to look after their family/ sick relatives (✓) who may benefit from their care/ which could allow them to spend as much time with family as possible; (✓) however, this may be done out of duty (✓) meaning that the matriculant must sacrifice their dreams and goals. (✓)
* *Any TWO of the above responses for FOUR marks each*. (2X4) (8)

**[20]**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 100**