| MEMORANDUM  Grade: 11  Examination: Life Orientation  Date: 23rd November 2021 |
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**QUESTION 1**

1.1.1 Climate change can be combated in which of the following ways?

1. **Encourage people to reduce their carbon footprint by cycling to work.**
2. Only support larger fishing companies who use nets and fish regularly.
3. Buy spray deodorant instead of roll-on as roll-on releases toxic gases.
4. Plant more trees so that they can release more carbon dioxide into the air.

1.1.2 Representation can be defined as:

1. **when members of parliament speak or act on behalf of groups or individuals.**
2. allowing all citizens to personally speak to government officials.
3. extremely radical views that can highlight the inequalities within S.A.
4. misleading the public by displaying false information in the media.

1.1.3 When taking out a student loan:

1. students only need to pay back their student loan if they find a job
2. **students will have to pay back the interest while they study.**
3. students do not need someone to apply for the loan with them.
4. companies will often pay back the loan when they employ graduates.

1.1.4 Detrimental factors within a relationship that could harm an individual’s

well-being could include:

1. parents violating privacy by asking permission to use their child’s phone.
2. a partner violating their spouse’s rights by not paying for meals.
3. children violating their parent’s trust by not doing what the parent expects.
4. **violating the right to freedom of expression by dictating a partner’s wardrobe.**

1.1.5 Which of the following is an example of domestic violence?

1. A criminal breaks into the house and violently harms the occupants.
2. **A mother causes physical harm to her son through severe beatings.**
3. A mother accidentally stands on her child’s foot, causing them pain.
4. A man gets into a fight outside of a club and must be sent home.

(5X1) (5)

1.2 Give ONE word/term for each of the following descriptions. Write only the

word/term next to the question numbers (1.2.1 to 1.2.5) in the ANSWER

BOOK.

1.2.1 The painless killing of a patient suffering from an incurable and

painful disease or in an irreversible coma. (1)

**Euthanasia ✓**

1.2.2 The fact or condition of being accountable; responsibility. (1)

**Accountability ✓**

1.2.3 Moral principles that govern a person's behaviour or the

conducting of an activity. (1)

**Ethics ✓**

1.3.1 Give TWO examples of the negative effects that climate change can

have on the oceans. (2X1) (2)

**Any TWO of the below or any relevant answers for ONE mark each.**

**Waters are heating up which leads to destabilization of ecosystems / fish**

**and other sea life dying.**

**Melting of icecaps also changes the ocean’s temperature.**

**Oceans are becoming more acidic.**

**Currents are changing, which also disturbs ecosystems.**

1.3.2 Explain why NBTs are important. (1X2) (2)

**Any ONE of the below or any relevant answer for TWO marks each.**

**(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**The NBTs are designed to assess a candidate’s mathematic and**

**academic literacy ability beyond the syllabus to assess whether or not**

**they will be able to keep up with the academic rigour of tertiary study.**

**The NBTs are meant to test candidate’s ability in the language of**

**instruction to ensure that candidates can understand their lectures and**

**course materials.**

1.3.3 Why do Technical and Vocational Education and Training (TVET)

colleges still hold importance in South Africa. (2X1) (2)

**Any TWO of the below or any relevant answers for TWO marks each.**

**(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**South Africa has a large shortage of skilled artisans and trades people so**

**TVET colleges help to decrease this shortage and increase national**

**development in this sector.**

**Graduates from TVET colleges are able to provide key skills in South Africa’s**

**business sector which will boost the companies that employ them and**

**contribute towards South Africa’s economy.**

**They help to create more employment opportunities/ allow more South**

**Africans get jobs because they are preparing their graduates for roles/ jobs**

**that are not already over saturated/ need more qualified workers.**

1.3.4 Discuss the importance of CBOs (community-based organisations)

to help protect the constitutional rights of those within their

community. (1X2) (2)

**Any ONE of the below or any relevant answer for TWO marks.**

**(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**The CBOs can bring the lack of access of any basic needs such as**

**running water because of vandalised taps, etc. to the attention of the**

**municipal authorities who will then be obligated/ legally bound to**

**ensure this is fixed/ rectified.**

**CBOs provide a much-needed platform for community members to be**

**heard regarding serious grievances and have these problems**

**addressed and rectified through the actions and volunteer work of**

**these organisations.**

**Acts of violence, abuse or gender-based violence may be brought to**

**the CBOs who are seen as more approachable than the governmental**

**authorities or police. This means that problems with violence will be**

**addressed as they are more likely to be reported.**

**Often government does not have the resources or manpower to see to**

**all the needs of a specific community. CBOs can bridge this gap and**

**help bolster the support given by the government.**

1.4.1 Explain why teenagers should take positive actions to decrease

their carbon footprint. (1X2) (2)

**Save the Earth ✓ Global warming is destroying the planet ✓**

**Preservation ✓ of future generations. ✓**

1.4.2 Recommend ONE possible strategy that the RCL could apply

which could encourage greater transparency between this body

and the rest of the school. (1X2) (2)

**Any ONE of the below or any relevant answer for TWO marks.**

**(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

**They could speak to the student body about their upcoming**

**campaigns/ how problems are being managed so that the learners**

**will know exactly how the RCL is representing them.**

**They can publish all their actions in the school newspaper/ social**

**media which will allow learners to access the information at any time.**

**The RCL could have days where they can meet with other learners**

**where learners can ask specific questions about actions and**

**procedures and have them answered by an RCL representative.**

**TOTAL SECTION A: 20**

**QUESTION 2**

2.1 Give the definition of the term substance abuse. (1X2) (2)

***Any relevant definition for TWO marks***

**Substance abuse:**

· **excessive use of alcohol, pain medications or illegal / legal drugs**

· **irresponsible / unreasonable use of drugs**

· **use of substances that could lead to physical, social or emotional harm**

2.2 State TWO ways in which teenagers may feel pressured by their peers

to drink alcohol or take drugs. (2X1) (2)

***Any TWO of the below or any relevant answer for ONE mark each***

· **Learners may notice many of their friends doing it and they feel internal pressure to join in / they fear standing out from the crowd.**

· **Their friends may ask constantly / repeatedly.**

· **Peers may call them names or reject them for not taking the drugs**

· **Peers could bully them for not fitting in.**

2.3 Explain ONE unsafe attitude towards substance abuse within a community. (1X2) (2)

***Any ONE of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

· **The community could view it as normal.**

· **It may be seen as an acceptable coping method for trauma or stress.**

· **Community members may view it as acceptable to expose children to substances at an early age.**

· **Adults may feel that it is appropriate to ask children to handle / fetch their substances for them.**

· **Many may feel that it is useless to educate the youth about dangers of substance abuse.**

· **Some adults may assume that the youth know everything about substance abuse and don’t talk about it.**

2.4 Discuss TWO long-term physical impacts of substance abuse on teenagers. (2X2) (4)

***Any THREE of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

· **Substance abuse could affect the chemistry in their brain making it difficult to concentrate or focus on important tasks.**

· **Long term substance abuse can damage kidneys and liver making it difficult for the body to function and clear out toxins.**

· **Inhaling drugs or smoking can cause damage to lungs which could lead to further complications such as emphysema, lung cancer or asthma .**

· **Overuse of injections can cause vein collapse which can negatively affect blood flow in the body.**

· **Substance abuse can trigger or aggravate existing mental health conditions, making it difficult for the individual to function optimally.**

2.5 Why would substance abuse continue despite the fact that teenagers are

taught against it. (2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

· **New substances are being introduced faster than teachers can keep up with which means that the curriculum isn’t as up to date and learners aren’t as informed as they would hope.**

· **Some lessons may focus more on fear than accurate information which means that learners are still making emotionally based decisions /or/ which could mean that the effects of the substance abuse education does not stick around once the fear wears off.**

**Often the information is repetitive which means that learners get bored and do not pay enough attention.**

2.6 Provide TWO strategies that teenagers may consider to protect themselves

from illegal substances in promotion of their personal safety. In your answer,

also indicate how this could be beneficial to teens regarding other aspects

within their lives. (2X3) (6)

​​***Any TWO of the below or any relevant answer for THREE marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

**Teenagers could…**

· **ensure that they surround themselves with positive influences and friends who will not pressure them into substance abuse.**

· **avoid parties where they know people will be distributing substances so that they can avoid being tempted to try any of these substances.**

· **fill their life with meaningful activities such as sports or community projects so that they don’t need to fill gaps in their life with substance abuse.**

· **stay informed / familiarise themselves with the negative effects of substance abuse, which they could keep in mind when they are tempted to try any substances as a way to discourage themselves.**

**[20]**

**QUESTION 3**

3.1 Give the definition of the term interview. (1X2) (2)

***Any relevant definition for TWO marks***

**Interview -**

· **a face-to-face / virtual meeting between people for purposes of recruitment**

· **a structured conversation where the employer / representative of the employer asks questions, and the potential employee / worker answers**

· **a formal meeting between future employers and job seekers to assess their suitability for the job**

3.2 State TWO ways in which interviews have changed because of the

advancements of the twenty first century. (2X1) (2)

​​***Any TWO of the below or any relevant answer for ONE mark each***

**Ways interviews have changed could include:**

* **They are mostly happening online instead of only in person.**
* **Potential employers can access more information about candidates through social media.**
* **It is relatively easy for people from other countries to apply for a job.**
* **Candidates can easily find out information about a company through the internet.**
* **Social media sites such as linked-in / academia can increase chances of getting an interview.**
* **Many interviewees will have comparable qualifications so further education is no longer a guarantee that you will get the job.**

3.3 Explain why the way that you dress for an interview is so important. (1X2) (2)

***Any ONE of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

· **An interview is usually the first time that job seekers will meet their future employers** **which gives them a valuable opportunity to make a good first impression.**

· **Employers will be judging how neat and professional a candidate looks because they want to see how the candidate will represent the company if they were to work there.**

· **How we dress is a direct reflection of how much effort we will put in and a sloppy dress could indicate a bad work ethic.**

· **Part of the job may entail meeting with clients so the potential employer may be judging if the professionalism with which you handle meeting new people.**

· **Dressing well can increase your confidence which may increase your chances of doing well in your interview.**

· **Dressing professionally can also indicate your seriousness about the job making the potential employer more inclined towards hiring you.**

· **Dressing correctly can also indicate that you understand the expectations of a given position and suggests to the employer that you are more likely to fit into the company’s structure / culture.**

3.4 Discuss TWO ways how the demands of the working world have

changed with the rise of technology. (2X2) (4)

***Any TWO of the below or any relevant answer for TWO marks each***

***(i.e. ONE mark for statement and ONE mark for qualifier / explanation)***

**Technology has …**

· **made it easier to communicate decisions faster which has increased the speed with which we must handle changes within the workplace.**

· **made it easier for clients / colleagues / bosses to contact us outside of the workspace which means that we often need to be available at strange hours.**

· **many systems are now moving onto digital platforms so employees are now expected to become proficient with computers / programs.**

· **sensitive information is now being stored online which means that employees are expected to become more aware of digital safety protocols.**

· **masses of information are available easily and quickly, which means that employees must be prepared to process larger amounts of data / sift through information to find out what is false.**

**customers are able to report companies on more public platforms, which means that customer service providers must be far more alert to deal with problems quickly.**

3.5 Assess TWO ways in which errors in a CV and letter of application could be

detrimental for your chances of getting the job. (2X2) (4)

***Any TWO of the below or any relevant answer for FOUR marks each***

***(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)***

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must give a statement, elaborate on the statement, qualify the statement and give an outcome**

***Possible responses could include the following:***

o **Employers could feel that job seekers have poor attention to detail as they missed obvious mistakes which could indicate that they would do the same at work making them a potential challenge if they had to overlook similar things at work.**

~~o~~ **It may give the impression that you do not take the job seriously as you did not care enough to put in proper time to edit your CV which could mean that you are not fully interested in the job** **and they may think you only applied to keep yourself busy while waiting for better offers elsewhere.**

~~o~~ **By giving vague information / personal particulars / experience /or leaving unnecessary gaps between words as you may be viewed as a careless / dubious person who could not be trusted and that may make potential employers feel uncomfortable to employ you.**

o **Failing to identify and delete irrelevant information such as work experience or professional development that does not line up with the CV could suggest that you do not fully understand the requirements of the job and therefore either not be prepared to do the job to the best of your ability /or/ leave when you realise that you are wrong.**

o **Ignoring application instructions by not adding the correct information / not justifying why it is not there may give the employer the idea that you are**

**lazy which is not a quality that they would want in their company**

o **Failing to justify a career change when there is a large difference between what you have been doing and the job that you are applying for could indicate that you are applying for jobs at random because you are desperate which could mean that you are not passionate and they would not invest in you for fear that you will leave when something better comes along.**

3.6 Advise job seekers on how to prepare well so that they can stand out during

a twenty first century interview. In your answer, also indicate the importance

of prepping for an interview. (2X3) (6)

***Any TWO of the below or any relevant answer for Three marks each***

***(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier)***

**[20]**

**Job seekers could …**

* **acquaint themselves with how online interviews are conducted so that they do not get confused in the process. This will provide them with more confidence going into the interview and be better prepped.**
* **practice interview questions with a friend or loved one so that they have answers ready for potentially difficult questions / aren’t caught by surprise.**
* **put their clothes out the night before so that they have time to prepare an appropriately professional look for their interview.**
* **eat a decent meal in the morning / beforehand which could make it easier for them to focus on the interviewee and their questions.**
* **do in depth research on the company beforehand so that they know more than the average candidate.**
* **read through the job advert again before the interview so that you can keep the requirements in mind and tailor your answers accordingly.**
* **go on as many interviews as possible to get used to the pressure so that when you interview for a job that you want, it is less stressful.**

**The importance of being prepped:**

* **allows you to be more confident during the interview process and thus will impress the interviewer more.**
* **so that you're not caught off guard with a certain question within the interview.**
* **perceived as being competent.**
* **you are competing with other candidates that will also prepare, therefore you need to be better prepared than the candidates.**
* **Put you in a better stead going into the interview.**

**TOTAL SECTION B: 40**

**SECTION C**

Answer any TWO questions in this section.

**QUESTION 4**

Construct an essay on Abortion.

Use the following as a guideline:

* State FOUR reasons why a woman may feel the need to have an

abortion. (4X1) (4)

**A woman may feel that …**

**o she cannot face the shame.**

**o it would disappoint and bring shame to her family.**

**o society would judge her harshly.**

**o she may not want a reminder of past trauma in the case of rape.**

**o avoiding the changes that will happen to her body is better.**

**o she is unable to care for the child mentally /or/ emotionally.**

**o she doesn’t want to sacrifice her dreams / aspirations.**

* Analyse the negative effects of abortions on babies that survive abortions. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**Physical complications ✓ bodily or brain damage can occur ✓ abortions are extremely intrusive and can cause severe damage ✓ that could lead to a shortened life span or poor quality of life ✓**

**Psychological issues ✓ such as depression, PTSD, anxiety ✓ as an attempted abortion could make the victim feel unloved or unwanted ✓ which means that they will live as insecure people who do not function at their full potential. ✓**

* Critically discuss the impact/importance of the psychological

consequences for a teenager who chooses to have an abortion. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**o Potential mothers may later realise that they would have been able to care for**

**the baby which could lead to feelings of regret and inner conflict. However,**

**had they kept the baby, they could have felt similar regret which could have**

**traumatised not just the mother but the child as well.**

**o Teenagers may struggle to cope with daily life after having to make such a**

**difficult decision. Their mental strain could even lead to failing school or**

**turning to substances. Having said that, they could also struggle to cope**

**with the stigma from friends or peers at school, should they choose to keep the**

**child which could cause low self- esteem or feelings of worthlessness.**

**o Such teenage girls may feel extreme guilt over the fact that they have ended a**

**life, which could cause them to withdraw from loved ones / isolate from**

**society. However, had they kept the child, they may have been forced to**

**withdraw from school and friendship circles because of judgement which**

**could have led to further psychological damage in the form of insecurities and**

**the belief that they are unworthy of friends / education because of their status**

**as a teen-mother.**

**[20]**

**QUESTION 5**

Construct an essay on Risky Behaviour - Texting and Driving.

Use the following as a guideline:

* State FOUR ways that South African drivers make use of roads in a

dangerous manner. (4X1) (4)

**Texting while driving**

**Drinking and driving**

**Speeding**

**Driving with no sleep**

**Driving unroadworthy vehicles**

* Analyse why South African road users continue with unsafe driving

attitudes. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**o believe that others drive just as badly so why should they try practice safe**

**driving.**

**o believe that there are no repercussions / no one will catch them.**

**o people feel that accidents won’t happen to them / they are invincible.**

**o think that they drive perfectly, even when they are under the influence.**

**o want to rebel against authority, such as police or traffic officials.**

**o feel the need to prove themselves / impress passengers by driving recklessly.**

**o think that it is acceptable to be reckless towards road users who wronged**

**them in order to teach them a lesson not to do it again.**

* Critically discuss the impact of the South African Roads Federation

(SARF) educating the youth on risky road usage. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**o host talks at schools, which would aim to give information to Grade 11 and**

**12 learners This would mean that the newest road users would learn to drive**

**properly and safely and do not develop bad habits for future road use.**

**o use their social media platforms to spread information about safe road use.**

**This would get the information out to a wider audience. which would mean**

**that more road users are equipped to drive safely.**

**o create a social media campaign with accurate information about the dangers**

**of unsafe road use, using specific filters and tags so that road users will be**

**able to see the disastrous consequences. They would then be less likely to**

**drive recklessly as they would be scared of the consequences.**

**o send posters to public buildings in communities with high levels of bad driving**

**habits, so that those communities will receive specific, targeted information**

**that is relevant to them. This would make them more likely to take in the**

**information and thus put it into practice.**

**o bombard the public with adverts to remind them of safe driving practices.**

**This will keep the message in the fore front of their mind which would mean**

**that they would drive safer because they have a better understanding / more**

**updated information about safe driving practices.**

**[20]**

**QUESTION 6**

Construct an essay on CVs and Job Interviews.

Use the following as a guideline:

* State FOUR ways job seekers could make their CV stand out to potential employers. (4X1) (4)

**o host talks at schools, which would aim to give information to Grade 11 and**

**12 learners This would mean that the newest road users would learn to drive**

**properly and safely and do not develop bad habits for future road use.**

**o use their social media platforms to spread information about safe road use.**

**This would get the information out to a wider audience. which would mean**

**that more road users are equipped to drive safely.**

**o create a social media campaign with accurate information about the dangers**

**of unsafe road use, using specific filters and tags so that road users will be**

**able to see the disastrous consequences. They would then be less likely to**

**drive recklessly as they would be scared of the consequences.**

**o send posters to public buildings in communities with high levels of bad driving**

**habits, so that those communities will receive specific, targeted information**

**that is relevant to them. This would make them more likely to take in the**

**information and thus put it into practice.**

**o bombard the public with adverts to remind them of safe driving practices.**

**This will keep the message in the fore front of their mind which would mean**

**that they would drive safer because they have a better understanding / more**

**updated information about safe driving practices.**

* Analyse how errors in a CV and letter of application could be detrimental

for your chances of getting the job. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**o Employers could feel that job seekers have poor attention to detail as they**

**missed obvious mistakes which could indicate that they would do the same**

**at work making them a potential challenge if they had to overlook similar**

**things at work.**

**o It may give the impression that you do not take the job seriously as you did**

**not care enough to put in proper time to edit your CV which could mean that**

**you are not fully interested in the job and they may think you only applied to**

**keep yourself busy while awaiting for better offers elsewhere.**

**o By giving vague information / personal particulars / experience /or leaving**

**unnecessary gaps between words as you may be viewed as a careless /**

**dubious person who could not be trusted and that may make potential**

**employers feel uncomfortable to employ you.**

**o Failing to identify and delete irrelevant information such as work experience**

**or professional development that does not line up with the CV could suggest**

**that you do not fully understand the requirements of the job and therefore**

**either not be prepared to do the job to the best of your ability /or/ leave when**

**you realise that you are wrong.**

**o Ignoring application instructions by not adding the correct information / not**

**justifying why it is not there may give the employer the idea that you are**

**lazy which is not a quality that they would want in their company**

**o Failing to justify a career change when there is a large difference between**

**what you have been doing and the job that you are applying for could indicate**

**that you are applying for jobs at random because you are desperate which**

**could mean that you are not passionate and they would not invest in you for**

**fear that you will leave when something better comes along.**

* Critically discuss the impact that lying in the job seeking process could

have on your career. (2X4) (8)

**Any TWO of the below or any relevant answer for FOUR marks each**

**(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE**

**mark for outcome)**

**i.e. To be awarded the full FOUR marks for an ANALYZE question: candidates must**

**give a statement, elaborate on the statement, qualify the statement and give an**

**outcome**

**o be considered as fraud which is an illegal offence and could lead to charges**

**and a criminal record which would make it difficult to find a future job as this**

**would follow you around.**

**o create a negative reputation for you in your industry if interviewers /**

**companies talk with their connections / other companies as they could warn**

**people away from hiring you thus making you a pariah / outcast in your**

**desired field.**

**o give / earn you a negative label attached to your name as recruitment**

**companies may not want to associate with you for fear that you will bring**

**their name down with your actions making it difficult for you to get help**

**finding a job.**

**o cause feelings of guilt / shame / remorse when you reflect on your behaviour**

**and realise that what you did was wrong / in bad taste / unethical and may**

**lead you to self-doubt / be angry towards yourself which could cause you to**

**lose confidence in yourself and your abilities.**

**[20]**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 70**