



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

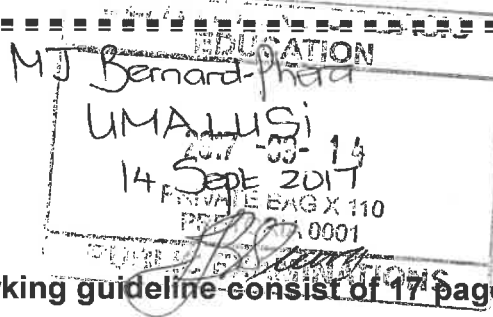
**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
SEPTEMBER 2017  
MARKING GUIDELINE**

**MARKS: 80**

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14 Sept 2017  
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**This marking guideline consist of 17 pages.**

**IMPORTANT NOTE TO ALL MARKERS:**

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

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

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

- |     |       |   |     |
|-----|-------|---|-----|
| 1.1 | 1.1.1 | A (✓)   |     |
|     | 1.1.2 | B (✓)   |     |
|     | 1.1.3 | A (✓)   |     |
|     | 1.1.4 | C (✓)   |     |
|     | 1.1.5 | D (✓)   | (5) |
| 1.2 | 1.2.1 | Visual (✓)  |     |
|     | 1.2.2 | Campaign/campaigns (✓)  |     |
|     | 1.2.3 | Social/Emotional stressor (✓)   |     |
|     | 1.2.4 | Orienteering (✓)  |     |
|     | 1.2.5 | Social Justice/social equity/equity (✓)   | (5) |
| 1.3 | 1.3.1 | <b>Marks should be awarded as follows:</b>  |     |
|     |       | <ul style="list-style-type: none"> <li>• TWO marks (✓✓) for ONE well-explained response.</li> </ul> |     |

**Possible answers could be:**

The CCMA

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

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

## 1.3.2

**Marks should be awarded as follows:**

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

**Note to teacher:**

TWO marks should be rewarded if the learner provided:

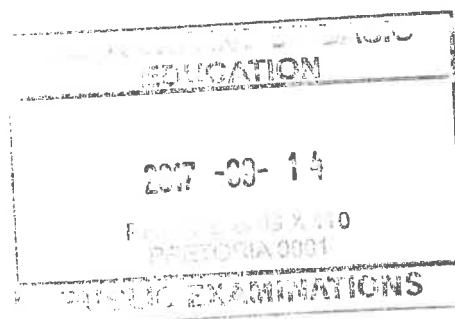
- TWO statements WITHOUT qualifiers (ONE mark for each statement).

**OR**

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

It will enable learners to

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



## 1.3.3

**Marks should be awarded as follows:**

- FOUR marks (✓✓✓✓) must be allocated (TWO marks for discrimination and TWO marks for xenophobia):
- **Discrimination:**  
Discrimination is the unjust/unfair/unequal treatment of others(✓) because they are from a different race/ethnicity/gender/sexual orientation/religion/or other.(✓)

**AND**

- **Xenophobia:**  
Xenophobia is a specific form of discrimination/prejudice/hatred/dislike (✓) against/of foreign nationals. (✓)
- *Any other relevant response for TWO marks each.* (✓✓) (2 + 2) (4)

## 1.3.4

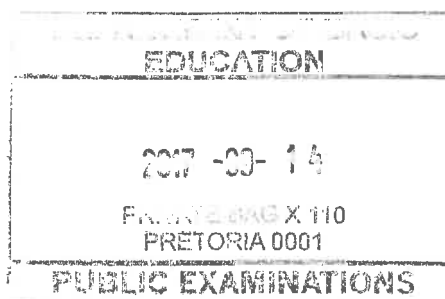
**Marks should be awarded as follows:**

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

A possible disadvantage of volunteerism may include:

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

**TOTAL SECTION A: 20**



**SECTION B (COMPULSORY)**

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

**QUESTION 2**

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

**Note to teacher:**

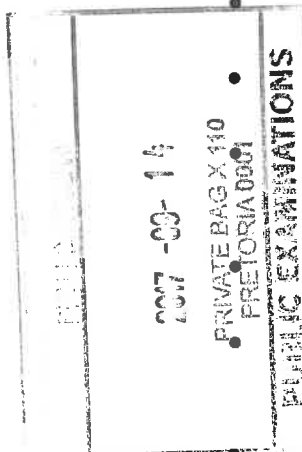
Substance abuse refers to both alcohol and drug abuse.

**Marks should be awarded as follows:**

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

**Possible answers could be:**

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



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

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

### Marks should be awarded as follows:

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

### Possible answers could be:

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

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

### Marks should be awarded as follows:

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

### Possible answers could be:

An intervention strategy such as ... which

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

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

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

Physical participation in sports may

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

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

- Community members can report illegal activities to the police (✓) instead of taking matters into their own hands. (✓)
- Community policing forums should be working with the police (✓) in identification and arresting of drug offenders. (✓)
- Assist the police in combating crime (✓) by not protecting drug offenders. (✓)
- Petitions can be signed by community members (✓) in order to get the government involved in dealing with drug dealers. (✓)
- The community can organise peaceful marches against drug dealing (✓) to raise awareness of the issue. (✓)
- Community members can also be whistle blowers (✓) in that way more cases can be reported without fear of being victimised by drug dealers. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (2 x 2) (4)

**[15]**

**QUESTION 3**

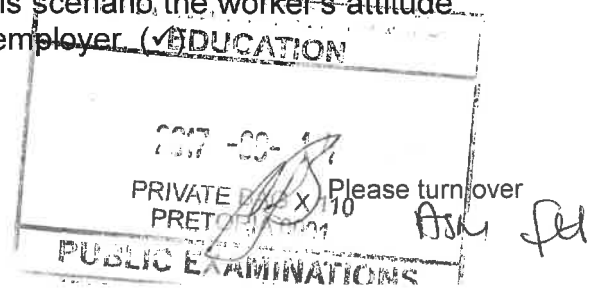
3.1 **State ONE principle of work ethic and briefly explain how the contract worker in the scenario did not honour it.**

**Marks should be awarded as follows:**

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

**Possible answers could be to:**

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





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

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

**Note to the teacher:**

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

The trade union will

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

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

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

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

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

**Note to teacher:**

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

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

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

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

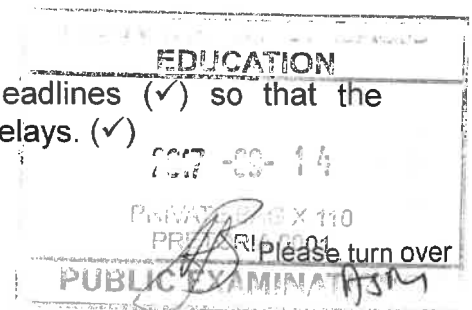
**Marks should be awarded as follows:**

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

**Possible answers could be:**

The young worker could have

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



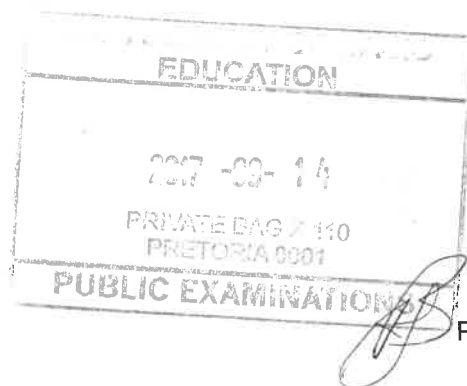
NSC – Common Assessment Task – Marking guideline

- informed the employer about any challenges which might have prevented him from reaching the deadline (✓) so that the employer could have taken preventative measures. (✓)
- put in extra work time before the deadline (✓) to show his commitment/ dedication to get the job done. (✓)
- asked his colleagues for help to complete the work/advise on how to cope with workplace demands (✓) to show that he is willing to learn from others.(✓)
- approached someone he trusted/asked for a mentor to share his concerns about not coping with his workload (✓) thereby showing that he aimed to find a healthy balance between work and personal demands. (✓)
- requested support/development/training/retraining from human resources department/supervisor/manager (✓) so that he would have been capacitated/empowered to fulfil his duties effectively. (✓)
- asked to be included in an employee wellness programme (✓) to help him deal/cope with his personal issues. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (2 x 2)

(4)

[15]

**TOTAL SECTION B: 30**



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**SECTION C**

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

**QUESTION 4**

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

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

**Marks should be awarded as follows:**

- ONE mark each (✓) for THREE responses.

**Possible answers could be:**

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

**THREE consequences of waste dumping on the community.**

**Marks should be awarded as follows:**

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

**Possible answers could be:**

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

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

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

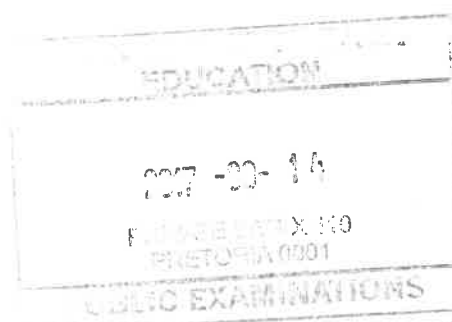
**Marks should be awarded as follows:**

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

**Possible answers could be:**

The municipality could

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



**QUESTION 5**

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

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

**Marks should be awarded as follows:**

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

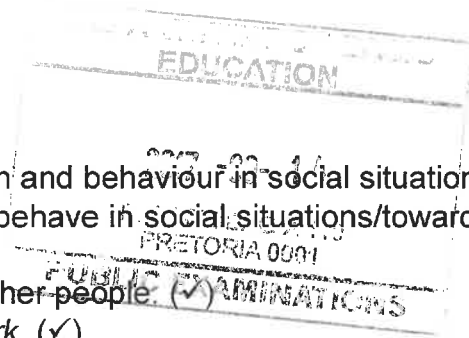
**AND**

- TWO marks (✓✓) for the explanation.

**Possible answers could be:**

A social factor can be defined as

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



**AND**

Texting can be classified as a social factor causing accidents because

- when you are tempted to respond to social calls (including Whatsapp, Facebook, SMSs, etc.), (✓) it clouds your judgment preventing you from driving responsibly. (✓)
- responding to social calls (including Whatsapp, Facebook, SMSs, etc.) becomes more important when you are driven by the need to stay connected with people (✓) therefore becoming distracted from driving as a main focus. (✓)
- reading of messages and responding to it means that your eyes are off the road (✓) causing you to miss important signs/objects on the road/potential dangers. (✓)
- *Any other relevant response for TWO marks.* (✓✓) (1 + 2) (3)

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

Teenagers

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

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

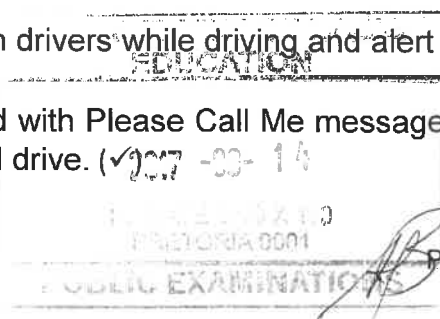
### THREE practical ways to alert teen drivers on the dangers of texting and driving.

#### Marks should be awarded as follows:

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

#### Possible answers could be:

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



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

**[15]****QUESTION 6**

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

**THREE constitutional limitations to the right to freedom of expression.**

**Marks should be awarded as follows:**

- ONE mark each (✓) for THREE responses.

**Possible answers could be:**

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

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

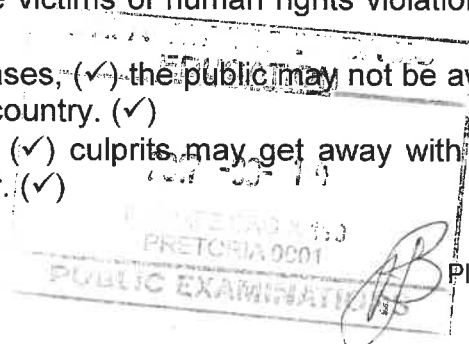
**Marks should be awarded as follows:**

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

**Possible answers could be:**

If the media is restricted from ...

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





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

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

**Marks should be awarded as follows:**

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

**Possible answers could be:**

The media can involve the citizens by

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

The media can involve citizens in protecting their rights by

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

[15]

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 80**

