



**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**LIFE ORIENTATION
MARKING GUIDELINE
2024**

MARKS: 90

This Source-based task consists of 20 pages, including the cover page and the Analysis grid

- 1.1** Goals are important for a young person's life; define the term *life-goals*.

Marks should be awarded as follows:

TWO (✓ ✓) for a well explained response.

Life goals are ...

- all those things (relationship goals/career goals/financial goals) that you desire in your life (✓) for which plans are made to achieve them. (✓)
- desired states of envisioned life (✓) that people seek to obtain/ maintain/ avoid in life. (✓)
- envisioned/planned state of being/life (✓) for which people may desire for their lives. (✓)
- life related ambitions/plans (✓) that people may want to attain or accomplish in their lives. (✓)
- planned life activities (✓) that tend to be more meaningful/ related to our authentic selves. (✓)
- Any one of the above for TWO marks

(1x2) (2)

- 1.2 For one to be able to realise one's life goals, it is important to prioritise planning, briefly state FOUR reasons why it is important to plan for realisation of life-goals.

Marks should be awarded as follows:

ONE (✓) mark for a well explained response. It could help you ...

- gain greater clarity/focus/direction in every aspect of your life. (✓)
- to increase your energy/excitement/productivity. (✓)
- to determine the measurable outcomes, you want to achieve in the future. (✓)
- to identify various activities that you may do to achieve your goals. (✓)
- to craft a path towards achievement of your goals in life. (✓)
- to determine what you really want in your life. (✓)
- to provide a clear blueprint of what you want out of life.
- figure out where you'd like to be/who you aspire to become (✓).
- stay committed to your course of life. (✓)

- Any FOUR of the above for ONE mark each

(4X1

) (4)

- 1.3 Based on the above source, there are always obstacles to be overcome if you want to successfully realise your goals; differentiate between *perseverance* and *persistence* when goals are pursued.

Marks should be awarded as follows:

TWO (✓ ✓) marks should be awarded as follows: Answers may include the following:

- Perseverance is being able to endure obstacles in your way of doing things; (✓) whereas, persistence is about going on doing the same thing in order to achieve certain results. (✓)
- Perseverance involves continuing in the pursuit of a goal while being willing to adapt/change strategies in the face of setbacks; (✓) whereas, persistence refers to continuously trying to achieve a goal using the same methods, even in the face of obstacles/failures. (✓)
- Perseverance combines resilience with flexibility in order to find new ways to overcome obstacles; (✓) whereas, persistence emphasizes steadfastness in action, regardless of the difficulties or delays encountered. (✓)
- Perseverance enables individuals not to ask, but to stick to their method by adapting them based on the challenges encountered; (✓) whereas, persistence allows individuals keep making repeated attempts using a single method, refusing to give up. (✓)
- Perseverance is not only about pushing forward but also about adjusting your approach when faced with different terrains/weather conditions/unexpected hurdles; (✓) whereas, persistence is about sticking to one plan even if it does not yield the desired results. (✓)

- Any TWO of the above for TWO marks each

(2x2) (4)

- 1.4 In the source above, an indication is made that values are central to all human activities, to live successfully; describe how personal values may enable you to set personal specific goals in line with your vision.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response. It could enable you to ...

- choose the ideal approach/ways/mechanism (✓) to properly pursue the most needed things in your life. (✓)
- identify yourself with appropriate ethical behaviour (✓) which could help you avoid any unwanted distraction towards realisation of your mental picture/where you want to be in life. (✓)
- consider whether the goals you've set resonate/comparable with your underlying life principles (✓) so that you may accordingly channel/organise your life activities. (✓)
- break your goals down into smaller/specific achievable objectives/steps (✓) to properly direct/guide your activities towards your specific needs. (✓)
- effectively/considerately use the Specific, Measurable, Attainable, Realistic, and Time-Limited (SMART) criteria (✓) so that you may monitor your steps towards realisation of your objectives/what you want in life. (✓)
- deliberately seek out friends/family/mentors with similar value dispositions (✓) to serve as your cheerleaders/hold you accountable for your efforts to achieve your dream. (✓)
- regularly revisit your goals (✓) to ensure they remain aligned with your values/re-energize your efforts. (✓)
- Any ONE of the above for TWO marks

(1x2) (2)

- 1.5 Above, it is indicated that all human beings are in some form of relationships; explain how having positive relationships with your school mates could enable you to achieve your personal

health goals.

Marks should be awarded as follows:

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

It could ...

- encourage you to exert the necessary in your plans, (✓) thus assisting you to persevere when faced with adversities/difficulties in your way. (✓)
 - honestly reassure you of your ability/potential to achieve your goals, (✓) thereby fuelling you to push forward. (✓)
 - foster feelings of happiness/contentment (✓) which may ensure that you enjoy the activities you may be required to do, to achieve your health goals. (✓)
 - establish the needed support system (✓) for nurturing your attempts to realise your health goals. (✓)
 - feel connected/supported in your physical activities (✓) and that may reduce the potential of developing lifestyle diseases/diseases related to not taking part in sustained physical activities. (✓)
 - develop your social skills to effectively interact with schoolmates, (✓) thereby creating a social support system for you to easily attain your health goals. (✓)
 - create a sense of safety/belonging (✓) to protect you from unwanted bullying/victimisation by those who may be offended by you taking part in such activities. (✓)
 - provide an outlet for sharing worries/seeking advice (✓) and that could enable you to fight off the stressors associated with you pursuing your health goals. (✓)
 - contribute to better mental health/overall well-being (✓) as it could serve as a constant support system that you may need through your journey of reaching your physical health goals. (✓)
 - Any THREE of the above for TWO marks each
- (3x2) (6)

- 1.6 In the above source, it is stated that relationships could either be positive or negative; discuss how positive relationships could influence your goals towards enhancing your wellbeing.

Mark should be awarded as follows:

TWO (✓✓) marks for a well explained response. It could ...

- act as an impetus/incentive to stick to your dreams (✓) as they may constantly remind you to always commit to your health plans in life. (✓)
- provide emotional support during challenging times (✓) as having someone to lean on can alleviate stress/anxiety. (✓)
- make you feel connected/supported in difficult times (✓) by energising you/assisting you to bounce back, to resolve/deal with challenges in your life. (✓)
- help you boost your immune system/reduce inflammation/contribute to longevity (✓) as they may constantly act an important outlet for negative emotions. (✓)
- ensure that you do not always feel lonely (✓) as having positive people around you could improve your emotional/psychological state. (✓)
- feeling understood/valued by others (✓) which could contribute to our self-esteem/overall happiness. (✓)
- act as buffers against stress (✓) as talking to someone who genuinely listens/empathizes can lower cortisol levels. (✓)
- give our lives purpose (✓) as shared life related values/ideals could easily be pursued. (✓)
- assist us to adopt good moral codes of behaviour (✓) as being close to them may shed off their positive outlook to life on to you. (✓)

- Any FOUR of the above for TWO marks each

(4x2) (8)

1.7 In the above source, it is said, goals are not automatically achieved, but there has to be planning done; analyse how planning could help you to easily achieve acceptable levels of academic performance at grade 11. **Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained

response. It could enable you to ...

- break down tasks into manageable steps (✓) by creating a study schedule/setting deadlines/allocating time for each subject. (✓)
- identify high-priority assignments/exams/projects (✓) so that you may allocate more time to challenging subjects/topics. (✓)
- to take regular breaks during study sessions, (✓) to prevent burnout/enhance focus. (✓)
- allocate sufficient time for each subject, (✓) for deeper understanding of the content/thorough revision of the learnt content. (✓)
- sufficient time to retain/understand the learning content (✓) to improve overall comprehension/performance. (✓)
- set aside time for regular revision (✓) so as to reinforce learning/help with retention of information. (✓)
- define clear academic goals (✓) so that you may organise your activities accordingly. (✓)
- plan how you'll study, e.g., summarising notes/practising problems/discussing topics with peers (✓) which could ensure that different approaches to learning are tried out for better understanding of the learning content. (✓)
- plan for the utilisation of textbooks/online resources (✓) so that more resources could be availed for the effective learning of the content. (✓) (2x2) (4)
- Any TWO of the above for TWO marks each

1.8 It has been discussed above that relationships could either be helpful or unhelpful; critically discuss how negative relationships with your school mates could affect your achievement of academic goals.

Mark should be awarded as follows:

FOUR (✓ ✓ ✓✓) for a well explained response. Negative relationships could

- often lead to conflicts/disagreements, (✓) resulting from inability to tolerate each other (✓) which could take a

toll on one's

mental strength (✓) and that could distract them from their studies/decrease academic performance. (✓)

- cause stress/anxiety (✓) due to the constant worry about how you are treated (✓) which can negatively affect a student's ability to concentrate/learn, (✓) and that could lower/reduce/impair their performance in exams. (✓)
- make one feel uncomfortable participating in class discussions/group activities (✓) due to the feedback you may receive when trying to do so (✓) which can then limit their learning opportunities (✓) and that could negatively affect their grades. (✓)
- make the school environment feel hostile, (✓) as there could always be a negative atmosphere to operate in (✓) which could result in many learners absenting themselves from school (✓) and they may experience gaps in learning/ attain lower grades/ higher likelihood of dropping out of school. (✓)
- lead to decreased/lowered levels of self-esteem/self-confidence (✓) due to friends always doubting your abilities (✓) which may lower your motivation to learn (✓) and that could discourage you from exerting the necessary effort to succeed in your studies. (✓) (2x4) (8)
- Any TWO of the above for FOUR marks each

1.9 An indication was made in the above source that personal values are central to all human activities; evaluate the impact of using personal values when relating to your teachers in the classroom.

Mark should be awarded as follows:

FOUR (✓ ✓ ✓✓) marks for a well explained response. Possible responses may include the following:

- When students align their personal values with those of their teachers, (✓) it can build trust rapport; (✓) however,

incommensurate personal values may clash (✓) leading to conflicts/misunderstandings. (✓)

- Shared values between the teacher and the learner (✓) could create a sense of connection /understanding; (✓) however, unrelated personal values between the teacher and the learner (✓) may result in unhelpful educational relationships. (✓)
- Positive values may foster a positive learning environment (✓)
since the atmosphere could be conducive for effective learning; (✓) however, negative values could create an unnecessary competition (✓) which could render the learning process unproductive. (✓)
- Positive values such as respect (✓) could foster a positive learning environment; (✓) however, disrespect (✓) could negatively impact the mood for learning. (✓)
- Positive values could demonstrate your positive characteristics (✓) making the teacher to also reciprocate such a positive display of values; (✓) however, relying solely on personal values (✓) can introduce subjectivity (1x4) (4) into interactions. (✓)
- Any ONE of the above for FOUR marks each

1.10 Now, recommend ways in which a grade 11 learner may use goals to plan for his/her studies. In your answer, also indicate how that could help you perform better in your studies.

Marks should be awarded as follows:

THREE (✓ ✓ ✓) marks for a well explained response. They may ...

- consider which goals they have successfully achieved before (✓) which could give an indication on how those were achieved (✓) and that may enable them to use strategies that could be beneficial to their studies. (✓)
- Identify any common themes in goals they didn't achieve (✓) in order to eliminate the challenges that led to non-achievement of those (✓) and that could assist them to try other helpful ways towards your studies. (✓)

- ask themselves why it is important to set a new goal (✓) which may allow them to organise their activities in keeping with the new goal (✓) and this alignment could bring about suitable ways of approaching your studies. (✓)
- define a clear/focused goal (✓) to avoid wasting time on unrelated educational issues (✓) and that may accord them ample time/space to only attend to relevant educational material. (✓)
- Determine how they will measure success (✓) by setting quantifiable targets (such as completing a certain number of practice problems each week) (✓) and that will help them to manage the achievement of smaller/units of your learning material. (✓)
- Ensure their goals are realistic within a given timeframe (✓) by being genuine with what they really want to pursue (✓) and that could bring them closer to planning their studies according to your abilities. (✓)
- Set realistic deadlines for achieving their goals (✓) by being truthful/honest/stick to the set time limit (✓) and that could ensure that all the academic activities are done as planned. (✓)
- Develop an action plan for achieving their goals (✓) by crafting practical/workable strategies on how they may approach their academic work (✓) and that could ensure that they implement a strategy in keeping with the nature of the academic work at hand. (✓)
- Break down their goal into smaller/manageable tasks (✓) (1x3) (3) by organising what could be started with (✓) so that they may not lose their study tempo/speed/momentum. (✓)
- Any ONE of the above for THREE marks

Sub-total: 45

Activity 2

- 2.1 Based on information gathered from the above source and other relevant sources, define the term democratic principles

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response. Democratic principles are ...

- the fundamental values (✓) that underpin a democratic society. (✓)
- values that are essential for establishment of a democratic system (✓) that could be strong/stable/supported by the people. (✓)
- ideals to ensure that the people have a voice (✓) in charting the course of their government/their future. (✓)
- set of people driven values through a democratically elected government (✓) that allows people to have a voice in shaping their government/future/causing government to account. (✓)
- Any ONE of the above for TWO marks

- 2.2 In the above source, democratic principles are highly regarded; briefly state FOUR reasons why the democratic principles should be considered by local government in the equitable provision of services to communities in South Africa.

Marks should be awarded as follows:

ONE (✓) for a well explained response.

They could ensure that Local

Government ...

- is accountable to the people/ that the people have a say in how they are governed. (✓)
- represents the interests of the community/that everyone's voice is heard. (✓)
- is transparent in its decision-making processes. (✓)
- promotes access to information about how decisions are made. (✓)

Ensure that everyone ...

- has a say in how they are governed (✓)

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aking process.

(✓)

(1x2)
(2)

- is treated fairly/justly/that no one is discriminated against. (✓)
- Ensure that the local government would adhere to principles set out by national government (✓)
- Any FOUR of the above for ONE mark

2.3 The above source makes reference to democratic structures and democracy, differentiating between *democratic structures* and *democratic representation*.

Marks should be awarded as follows:

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

Answers could include the following responses.

- Democratic structures refer to the institutional arrangements that could enable citizens to participate in the political process; (✓) whereas, democratic representation refers to the process by which citizens elect representatives to act on their behalf in the government. (✓)
- Democratic structures include the constitution, the electoral system, the judiciary, and the legislature; (✓) whereas, democratic representation refers to how people are elected by citizens to serve in the different democratic structures. (✓)
- Democratic structures are created to ensure that the government is accountable to the people/ that citizens have a say in how they are governed; (✓) whereas, democratic representation ensures that the democratic structures indeed serve the democratic mandate they were elected for. (✓)
- Democratic structures are the institutional arrangements that enable citizens to participate in the political process, (✓) while democratic representation is the process by which citizens elect representatives to act on their behalf in the government. (✓)
- Any TWO of the above for TWO marks each

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mmunities for sustainable provision of water services to different (4X1)
communal areas. (4)

(2x2)
(4)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response. It could ...

- improve access to information by using current means of communicating (✓) to provide timely/accurate/ relevant data/reports on water service performance/ quality/impact. (✓)
- openly encourage communities to take part in the budget processes (✓) which could highlight the need for payment of services for continued provision of water resources. (✓)
- adopt an open-door policy when it relates to the people (✓) which could enable them an opportunity to take keen interests in how the water services are delivered/ to know the obstacles that are there in the provision of water resources to communities. (✓)
- honestly engage the communities when challenges related to the provision of water resources are encountered (✓) so that the government is held accountable for continuing with the provision of the water resources. (✓)
- justly present the financial records related to water provision (✓) so that water operational expenditure could be known/so that budget for maintenance of water infrastructure could be known/supported by everyone. (✓)
- solemnly give account for instances of water stoppages (✓) so that communities are well informed of the gravity of the situation. (✓)
- invite communities to play an oversight role on how water infrastructure is used in the different communities (✓) so that water provision could be everybody's business. (✓)
- involve people in adopting a district development model (DDM) (✓) which could accelerate/align/integrate the delivery of water service to communities. (✓)
- provide a clear/coherent framework for planning/ budgeting/implementing/monitoring/evaluating of water services (✓)

to enable communities to have an important role to play in the provision of water resources. (✓)

(1x2)
(2)

- Any ONE of the above for TWO marks

2.5 Explain how residents could effectively use the petition process to raise their dissatisfaction about the poor state of water services in their locality. **Marks should be awarded as follows:**

TWO (✓ ✓) marks for a well explained response. Communities could ...

- need to clearly state what the problem is/how it affects the community/ (✓) and indicate what they expect the government to do. (✓)
- provide evidence/facts to support their claim (✓) so that the problem could be understood in its context. (✓)
- need to write a clear/ concise appeal that explains the problem/the envisaged solution (✓) so that their plea could be accurately understood. (✓)
- determine the number of signatures they aim to collect (✓) so that their undertaking could be supported by many people in the community/for the authorities to see that the majority of community members are in support of the initiative. (✓)
- need to include their correct names/contact details (✓) for authorities to be able to communicate with them, when that opportunity comes. (✓)
- use online platforms/paper forms to create their petition (✓) to ensure easy transmission of their plea to authorities/ to gain support from many community members. (✓)
- need to reach out to as many people as possible who share your concern and ask them to sign your petition (✓) as that could demonstrate how many people are actually in support of the initiative. (✓)

- use social media/email/phone calls/door-to-door visits to spread the word (✓) to generate support/ endorsement of the initiative by many people. (✓)
 - deliver your petition to the relevant authority in a timely/respectful manner (✓) for a prompt/sensible response to your request. (✓)
 - follow up with the authority/ask for a response/a meeting to discuss your petition (✓) so that feedback could be timely given/so that the problems could be addressed immediately. (✓)
 - monitor the progress/outcome (✓) so that you may keep track of the status of your petition/determine actions taken by the authority. (✓)
 - communicate with your supporters (✓) so that you may update them on the progress/outcome of your petition. (✓)
 - thank everyone for their participation/celebrate any achievements/improvements (✓) so that they may also support future petition processes. (✓)
 - Any THREE of the above for TWO marks each
- (3x2)
(6)

2.6 Discuss how the provincial government could assist the local government with the provision of potable water services to communities affected by floods.

Mark should be awarded as follows:

TWO (✓✓) marks for a well explained response Provincial government could ...

- coordinate with the local government to determine the extent of the impact (✓) so that accurate/sufficient temporal measures could be provided. (✓)
- involve Non-Governmental Organisations (NGOs) in the rescue mission (✓) so that communities could be placed in areas with potable water resources available/potable water resources could be provided to the affected communities. (✓)

- provide financial/technical support (✓) to repair/restore damaged water infrastructure/ facilities. (✓)
- coordinate/monitor the delivery of emergency water supplies/ sanitation services (✓) to offer temporary relief to affected areas (✓)
- supporting the development/implementation of disaster risk reduction/resilience plans (✓) in order to prevent/mitigate future floods/water shortages. (✓)
- strengthening the capacity/performance of water service authorities (✓) to ensure adequate/ reliable provision of water/sanitation services for all citizens. (✓) (4x2)
- promote public awareness/education on the importance of water conservation/treatment (✓) to prevent water-borne diseases/ infections. (✓) (8)
- Any FOUR of the above for TWO marks each

2.7 Analyse how residents could effectively be lobbied to express their dissatisfaction with the poor quality of water services in their communities.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response. You may ...

- determine residents who are most affected by the poor quality of water services (✓) so that they may support the call to bring about solutions to the problem. (✓)
- workout the extent to which they are affected (✓) so that your call could directly be customised according to their needs, (✓)

- work out the main problem (✓) so that you may frame a clear/ persuasive message to support your call. (✓)
- identify best ways to convey the message (✓) so that it may be well received by authorities/residents for an action to be taken. (✓)
- Identify the risks/challenges that the campaign might face (✓) so that such obstacles could be addressed timeously/anticipated/mitigated. (✓)
- analyse the strengths/weaknesses of different lobbying methods (contacting local representatives, writing letters or emails, participating in peaceful protests/ utilising social media). (✓)
- analyse the pros/cons of each method, (✓) so that you may choose/design a lobbying campaign that is suitable for the specific context and objectives of the residents. (✓) (2x2)
(4)
- Any TWO of the above for TWO marks each

2.8 Critically discuss how communities could ensure responsible usage of available water resources in their areas.

Marks should be awarded as follows:

FOUR (✓✓ ✓✓) marks for a well explained response. Communities need to ...

- adopt a holistic/participatory approach (✓) by encouraging all citizens affected by a lack of the water resources (✓) which could enable them to realise how they contribute to the problem (✓) and that may make them consider using effective ways of being economical in how they utilise the resource. (✓)
- raise awareness/educate themselves/others (✓) about the importance/value of water resources, (✓) which could make them realise how worthy the water resource is (✓) and they may change their attitudes/behaviour towards using the resource. (✓)
- taught to respect/protect the rights/interests of all water users, (✓) by bringing to their awareness that saving water

is everybody's responsibility (✓) which could make them to start assuming

responsible ways of relating to the water resource (✓) and that could give them responsible ways of using the water resource. (✓)

- cooperate/collaborate with other stakeholders, (✓) by liaising with various related institutions (local government/civil society/private sector) (✓) to share information/resources/responsibilities (✓) and they may begin to assume their specific roles in water usage. (✓)
- monitor/evaluate the impacts/outcomes of their water use (✓) by putting in place monitoring/control measures (✓) which could caution them when there is abuse of water resources (✓) and that could teach them effective ways of using the water resources economically. (✓)
- use water resources efficiently/effectively, (✓) by using water saving techniques (✓) which may ascertain that water is used economically (✓) and that could ensure the preservation of the available water resources. (✓) .
- invest in water-harvesting technologies/practices, (✓) by using drip irrigation/rainwater collection/water reuse/recycling (✓) which could save the available water resource (✓) and that may ensure that the available water is well kept-up. (✓)
- diversify their income sources/livelihoods (✓) by reducing their dependence on water-intensive activities (✓) which could relieve the system of the high number of people depending on the system (✓) and that may result in water being saved for more members of the community to use. (✓)
- conserve/restore the natural ecosystems/processes (✓) by keeping water resources (forests/wetlands/aquifers) safe (✓) which could prevent/reduce water pollution/contamination of water resources (✓) and that may assist in preserving available fresh/drinkable water. (✓)
- adapt to the impacts of climate change/variability (✓) by

enhancing their resilience/coping capacity (✓) which discourage irresponsible usage of the water resources (✓) and that may lead to saving high

volumes of water from being used irresponsibly. (✓) and enhance their resilience and coping capacity.

- support/participate in research/innovation (✓) by exploring new/effective ways of saving water (✓) which can improve the quality/quantity of water resources (✓) and if that happens, water could continually be generated for human consumption. (✓) (2x4) (8)
- Any TWO of the above for FOUR marks each

2.9 Evaluate the role played by temporal measures, such as water tankers, to provide temporary relief to areas affected by a lack of water services. **Marks should be awarded as follows:**

FOUR (✓✓ ✓✓) marks for a well explained response. Water tankers can ...

- help to supply water for drinking/cooking/washing/sanitation purposes, (✓) which could help communities to carry on with their lives, amidst the disruption of water supply; (✓) however, they may be costly to procure (✓) and that could affect the provision of this temporal measure to needy communities. (✓)
- be a rapid way of responding to disruption of water services (✓) which may offer the needed relief to communities in need of water; (✓) however, they may not reach all communities as expected (✓) as unmaintained roads may hinder access to these communities. (✓)
- convenient way of rescuing the situation of water disruption (✓) as they may be easily available when needed; (✓) however, water tankers may be expensive to operate (✓) as fuel may be unaffordable to some service providers. (✓)
- are flexible to reach high flung areas (✓) as they may be driven to those areas; (✓) however, the condition of roads in some rural areas may not be in a good condition for the trucks to reach (✓) and that could leave those communities without any needed temporal relief. (✓)

- can help to prevent the spread of water-borne diseases/infections (✓) as the water is derived from reliable water resources; (✓) however, some unscrupulous water tankers may source water from unhygienic water sources (✓) which can spread waterborne diseases in communities. (1x4) (4) (✓)
- Any ONE of the above for FOUR marks

2.10 Recommend ways in which local government could provide sustainable water services to communities. In your answer, also indicate how that could promote the quality of life of these communities.

Marks should be awarded as follows:

THREE (✓ ✓✓) marks for a well explained response. Local government could ...

- involve local residents/groups in planning for the water provisioning plan (✓) which could enlighten them of the dynamics of providing water (✓) so that they may continuously consume clean water for the improvement of their general wellbeing/hygiene. (✓)
- partner with local communities to monitor water usage (leaks/misuse/state of the infrastructure) (✓) which could save water that could have been wasted through irresponsible usage (✓) and that could contribute to social cohesion/harmony in communities by eliminating potential conflict that may arise from competing for limited water resources.(✓)
- strengthen the water management policy/regulations (✓) which could ensure that quality of water is always at the desirable level (✓) and if that happens, community members may be saved from being infected by various waterborne diseases. (✓)
- enforce water quality standards (✓) which could regulate the value of provided to all community members (✓) and that may eventually enhance the livelihoods of these communities.

(✓)

- Any ONE of the above for THREE marks

(1x3) (3)

Sub-total:45 Grand-Total 90

