

# MEMORANDUM

Jeppe High School for Boys



Grade: 11  
Examination: Life Orientation

## SECTION A (COMPULSORY)

### QUESTION 1

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

(5)

(Lower order)

- |     |       |                     |
|-----|-------|---------------------|
| 1.2 | 1.2.1 | The Rule of Law (✓) |
|     | 1.2.2 | Match fixing (✓)    |
|     | 1.2.3 | Accountability (✓)  |

(3)

(Lower order)

**1.3 1.3.1 Give TWO examples of steps that individuals could take when setting goals for their future. (Lower order)**

**Marks should be awarded as follows:**

ONE mark (✓) for each of the TWO responses

Possible answers could include:

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

**1.3.2 Explain why attaining tertiary education qualifications could ensure employment for South African youth in the context of high youth unemployment rates. (Middle order)**

**Marks should be awarded as follows:**

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

It could ...

- provide them with opportunities to acquire latest technologically inclined education and skills (✓) which could enable them to successfully compete in both the local and global market. (✓)
- make the youth more relevant for the upcoming jobs in the workplace (✓) for which the older generations may not be compatible with. (✓)
- be able to do self-market through social media (✓) as social media is used by many people locally and globally amongst which potential employers may be on the lookout. (✓)
- inculcate positive work ethics/etiquettes for both online and offline job activities (✓) as most companies aspire to employ people whose behaviour could not lead to unnecessary litigations. (✓)
- teach them latest and applicable customer relations skills (✓) which may make them stand out from the currently employed workers. (✓)
- take advantage of the youthfulness of this generation by opening them up to new careers in the job-market (✓) for which the older generations may lack enthusiasm. (✓)

- make use of their vigor/energy to explore diversification of existing modes of production (✓) which could further create more job opportunities for them down the value chain. (✓)
- develop the value for social entrepreneurship (✓) which may assist them to identify niches in their society that they could then take advantage of by creating products to help resolve such social problems/a lack of social services. (✓)
- *Any ONE of the above responses for TWO marks.* (1X2) (2)

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

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Students may be...

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

**1.3.4 Discuss the importance of why “sexting” can be considered dangerous. (Middle order)**

**Marks should be awarded as follows:**

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

Possible answers could include the following:

- Any sexually explicit images/messages/videos sent/shared on social media could end up in wrong hands (✓) and these images may then be irresponsibly shared on different platforms. (✓)
- The sexual content you may share could reach your workplace/school/church/parents etc. (✓) which may cause embarrassment to you and acquaintances. (✓)
- Some people may use such messages to blackmail you (✓) and you may find yourself struggling to retrieve such content/you may be indebted trying to succumb to the demands of the blackmailers. (✓)
- Some people may find it difficult to deal with the after mirth of leaked sexual messages/videos/picture (✓) and may eventually develop emotional/psychological/behavioural problems. (✓)

- Sexual content may discredit your persona /remains in your cyber footprint / cyberprofile (✓) and that may jeopardise your attempts to secure employment. (✓)
- The sender's workplace/ colleagues/ boss/ manager could find out about it (✓) which could lead to an employee being fired/ facing a disciplinary hearing/ receiving a written warning. (✓)
- *Any ONE of the above responses for TWO marks.* (1X2) (2)

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

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

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

Learnerships may be appealing because ...

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

#### 1.4.2 Recommend ONE possible strategy as to how school leavers could make themselves stand out amongst other learnership applicants.

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

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

School leavers could make themselves stand out by ...

- approaching potential companies in person (✓) and speaking to the managers about potential learnership opportunities (✓) so that these companies can get a better sense of who the candidate is and see them as a professional/ put a face and professional personality to the name on their CV (✓) which will make them stand out over other applicants who just drop off a CV as the employer will view them as a person instead of a piece of paper. (✓)
- offering to volunteer for the company whilst still at school (✓) by completing odd tasks/ coming to work after school, (✓) so that they can gain experience with that company and allow the company to see their work ethic (✓) which would make the company more predisposed towards them because they know them personally / can see that they are willing to put in the hard work. (✓)

- ensuring that they gain experience in the field they would like to study (✓) by working/ volunteering during school holidays/ after school (✓) so that they already have some relevant work experience (✓) which could show the company that they will not be training up and offering a learnership to someone who is completely new to the field/ the company will see this as appealing because the learner will have less to learn during the learnership as they should already know the basics. (✓)
- *Any ONE of the above responses for TWO marks.* (1X2) (2)

**TOTAL SECTION A: 20**

## **SECTION B (COMPULSORY)**

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

### **QUESTION 2**

- 2.1 **Give the definition of the term 'CBO'.** (Lower order)

**Marks should be awarded as follows:**

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

**Definition:**

CBO is...

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

- 2.2 **State TWO reasons why study goals would even be more important to UCT students after the fire.** (Lower order)

**Marks should be awarded as follows:**

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

Study goals could ...

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

**2.3 Explain ONE way in which CBOs could help the UCT students that lost their accommodation and personal possessions. (Lower order)**

**Marks should be awarded as follows:**

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

CBOs could ...

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

**2.4 Discuss TWO funding opportunities that those who lost everything in the fire could consider in order to continue with their studies. (Middle order)**

**Marks should be awarded as follows:**

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

The students could...

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

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

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

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

UCT students could ...

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

**2.6 Provide TWO strategies on what insitutions such as universities can do to prevent damage caused by natural disasters. In your answer, also indicate how natural disasters, such as the UCT fire, could bring people together for a common cause.** (Higher order)

**Marks should be awarded as follows:**

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

They could ...

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

**[20]****QUESTION 3****3.1 Give the definition of the term 'public participation'.****(Lower order)****Marks should be awarded as follows:**

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

**Definition:**

Public participation refers to...

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

**3.2 State TWO reasons why public participation is an important factor in upholding the democracy of South Africa. (Lower order)****Marks should be awarded as follows:**

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

Public participation is important because...

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

**3.3 Explain how the violent actions of the looters and the taxi drivers may have harmed the community.** (Middle order)

**Marks should be awarded as follows:**

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

They may have harmed by...

- The shooting and starting of fires could have injured or killed unsuspecting community members (✓) making them to continuously feel vulnerable and unsafe in their own living space. (✓)
- Community members may have been unable to leave their residence (✓) as due to the traffic caused by the chaos /or/ fear of leaving their homes (✓) meaning that they may not be able to get to work/ appointments on time.(✓)
- Debris from looting could litter the street (✓) making it dangerous for pedestrians/ children who may stand on sharp objects. (✓)
- They may have damaged property of those community members who had nothing to do with the initial grievances (✓) resulting in them losing their valuable possessions. (✓)
- Fires started as part of the looting could spread, which could cause a blaze (✓) which could destroy parts of the communal space/homes/parks/public buildings etc. (✓)

- Businesses may be forced to close down due to loss of income whilst closed/ being unable to cover costs of the damage (✓) which could lead to increased unemployment in the community. (✓)
- *Any ONE of the above responses for TWO marks. (1X2) (2)*

**3.4 Discuss TWO alternative, non-violent methods of public participation which could have been used by the taxi drivers in the above situation. (Middle order)**

**Marks should be awarded as follows:**

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

Taxi drivers could have addressed the looting by...

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

**3.5 Assess TWO ways in which schools can assist in preventing future tragedies of this kind. (Middle order)**

**Marks should be awarded as follows:**

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

Possible answers could include:

- Educate the youth on the dangers of this behaviour (✓), if learners are aware of the future social and economic impacts of such behaviour they will be less likely to indulge in such crimes (✓)
- Teach learners on alternatives (✓) so that they have other viable choices (✓)

- Focus lessons on growing a moral compass (✓) because this would encourage them to always choose to make the right decision (✓)
- Any TWO of the above responses for TWO marks each. (2X2) (4)

**3.6 Suggest TWO ways in which community leaders could hold the looters accountable for their actions in a legal and responsible manner. In your answer, also indicate how EACH suggestion could result in justice being served. (Higher order)**

**Marks should be awarded as follows:**

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

Community leaders could...

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

- contacting the media with first-hand accounts of those negatively affected by the destruction from the looting (✓) so that looters may be aware of the consequences of their actions on innocent people (✓) which could deter them from going on with their inhumane acts/which could ensure that they take responsibility for their negative acts in the community (✓)
- Any TWO of the above responses for THREE marks each. (2X3) (6)

[20]

**TOTAL SECTION B: 40**

### SECTION C

1. Candidates must answer any TWO (2) questions in this section. Should the candidate answer all three questions, only the **first TWO** will be marked. The remaining question should be struck out and the following abbreviation should be written '**ENQR**' (Exceeded Number of Questions Required).
2. Candidates' responses must be in the form of PARAGRAPHS. **Marks will only be awarded for responses written in full sentences.**

### QUESTION 4

#### NOTE TO TEACHER:

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

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

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Teenagers could ...

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

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

**Marks should be awarded as follows:**

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

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

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

- creating lasting connections with people who are in other countries (✓) exposing them to different cultures and ideas (✓) which would foster a growth mindset and attitude, allowing them a sense of fulfilment and personal satisfaction with their development. (✓)
- finding likeminded individuals through searches/ social media groups (✓), where they can talk to people who are facing the same struggles as they are (✓) and these people/ groups may align more with the type of people that they are allowing them to feel a new level of acceptance. (✓)
- The freedom to be themselves due to the feeling of anonymity created by social media/ being behind a screen (✓) which may provide a safe space for teenagers (✓) to discover who they are without fear of judgement (✓) allowing them a greater sense of peace surrounding this process/ allowing them to attain a well-grounded sense of self that they can be confident in. (✓)
- Exposing them to support groups that are always readily available (✓) in order to provide emotional support/safe haven (✓) allowing them to vent/ express their feelings in times of crisis, no matter the time (✓) which could allow them to feel

- heard/ gain a different more balanced perspective/ not feel alone when they are going through something difficult. (✓)
- Overcoming barriers of distance (✓) where they can chat to loved ones who are far away (✓) meaning that they may miss these loved ones less/ feel a greater sense of emotional connection (✓) allowing them to go about their daily lives without feeling as heartsore/ without mourning the loss of the relationship due to distance.(✓)
  - Reconnecting them to people that they haven't seen for a while (✓) when these people pop up on their feed/ notifications (✓) so that they can remember to contact these people/ which may prompt them to contact them after a long period of silence (✓) exposing them to another potentially fulfilling and healthy relationship. (✓)
  - *Any TWO of the above responses for FOUR marks each. (2X4) (8)*

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

**Marks should be awarded as follows:**

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

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

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

Social media has...

- allowed us to stay up to date with our partner's activities through photos and posts (✓) allowing for a greater sense of engagement/ involvement in their daily lives when they are not around, (✓) however, some people may in their daily engagement with people project themselves as the only ones who know everything about anything (✓) and this may scare most people away from them. (✓)
- exposed teenagers to a host of new ideas of what they can do with their partners/ friends (✓) meaning that they have new ways to grow and strengthen their relationships (✓) but these ideas may lead to a comparison/ unreasonable expectations of how these ideas should go/how things should be done, (✓) and their partners/ friends' would then be disappointed/disgusted/angry/felt let down etc. (❖)
- created a sense of stability and consistency (✓) as they know that they can reach out to someone if they are worried about their whereabouts/ need support, (✓) however, their partner/ friends may still not respond to their messages/ calls/deliberately shun at their attempts to locate them (❖) leading to insecurity/ hurt feelings. 📞(✓)
- permitted teenagers to share their relationships and their memorable moments with the world (✓) which could create a sense of authenticity/ celebration that strengthens the bond, (✓) however, they may start to share too much/ intimate

- details that the other party may not feel comfortable with (✓) leading to a lack of intimacy/ breach of trust. (✓)
- created a way for teenagers to feel a sense of greater involvement in activities that they were unable to be a part of, (✓) by so doing they may participate in the spoils that go with those activities even if they were not able to physically be there (✓) however this can create a feeling of being left out/ jealousy that they are showing off (✓) and if that feeling persists, they may eventually not talk to each other in the future as the jealousy may have gotten the better part of them. (✓)
  - *Any TWO of the above responses for FOUR marks each.* (2X4) (8)  
[20]

## QUESTION 5

### NOTE TO TEACHER:

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

**State FOUR reasons why the coach may have viewed flashy soccer tricks during a game as bad sportsmanship. (Lower order)**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Flashy soccer tricks could be considered as ...

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

**Analyse the importance of professional sports players behaving well in their national and international matches.**

**Marks should be awarded as follows:**

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

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

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

Sports players ...

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

internationally/ foreigners may come to watch their games, (✓) which will in turn affect how people view the country (✓) and they could then spread their feelings or perspectives about South Africa in their country (✓), giving our country a specific global image. (✓)

- Any TWO of the above responses for FOUR marks each. (2X4) (8)

**Critically discuss ways in which the media could promote good sportsmanship amongst soccer spectators.**

**Marks should be awarded as follows:**

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

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

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

The media could ...

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

(✓)

- Any TWO of the above responses for FOUR marks each.

(2X4) (8)  
[20]

## QUESTION 6

### NOTE TO TEACHER:

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

**State FOUR reasons why Grade 11s should start researching admission requirements for their chosen higher education course as early as possible. (Lower order)**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Grade 11s ...

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

**Analyse why it is important for Grade 11s to maintain good marks if they want to pursue tertiary education.**

**Marks should be awarded as follows:**

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

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

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

It is important because ...

- Tertiary institutions use these marks to decide whether applicants should get provisional acceptance for their course(s) (✓) so grade 11s must do well to give themselves the best chance of getting accepted (✓) meaning that if they don't meet their minimum requirements with their grade 11 report (✓), they may not get accepted into their chosen course. (✓)
- Sometimes, teachers may cover matric work in grade 11(✓), as there is too little time in matric to get through all the content, (✓) meaning that grade 11s would be better prepared when they reach matric (✓) and could get better marks as a result. (✓)
- Often, matric work builds on what is learnt at grade 11 (✓), so having a good knowledge of grade 11 content will give the learners a good foundation (✓) to build on when they reach matric (✓), making it easier for them to understand the work. (✓)

- Because the work in grade 11 is meant to prepare learners for the rigorous nature of grade 12 (✓), grade 11 could highlight certain gaps in a learner's knowledge (✓), which they could aim to fill during their grade 11 year (✓) so that they don't have to struggle as much in grade 12. (✓)
- By studying hard in grade 11 and putting in extra effort to improve (✓), learners demonstrate to teachers that they are responsible and capable of handling pressure, (✓) making them more inclined to offer them leadership opportunities such as prefectship (✓), which they can then use to make their tertiary institution applications look more impressive. (✓)
- Grade 11s would develop the habit of balancing schoolwork and social life (✓) so that they are better able to cope with the social and academic pressure of grade 12 (❖), making it less stressful for them (✓), meaning that they have more mental energy to dedicate to their studies. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2X4) (8)

**Critically discuss additional options available to matriculants who do not wish to study straight out of school.**

**Marks should be awarded as follows:**

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

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

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

Matriculants may decide that they would like to...

- take some time to travel the country/ the world (✓) which could provide them with different cultural experiences/ greater understanding of the way the world works; (✓) however, this could leave a gap on their CV (✓) which may not look good to potential employers at a later date. (✓)
- volunteer in organizations that link closely to the career field that they are interested in (✓) which could provide them with a better understanding of the field/ experience to put on their CV; (✓) however, many school leavers cannot afford not to earn a salary (✓) meaning that households may struggle because of this decision. (✓)
- work in industries related to those that they want to study (✓) which will help them decide whether it is the best career choice for them before they go study; (✓) however, after earning a salary/ wage they may not have the drive to go back and study (✓) which could mean that they are denied promotion/ growth opportunities at a later stage. (✓)

- seek out any employment opportunities (✓) which could provide them with an idea of what they would like to study/ could help them support their family/ could allow them to start their career earlier to progress faster (✓) however, they may get stuck in this job due to the financial gains that come with being employed/comfortable in this position (✓) and never have an opportunity to study further if that is their dream/ only be able to climb to a certain point within the company without further qualifications. (✓)
- take time off to look after their family/ sick relatives (✓) who may benefit from their care/ which could allow them to spend as much time with family as possible; (✓) however, this may be done out of duty (✓) meaning that the matriculant must sacrifice their dreams and goals. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2X4) (8)

**[20]****TOTAL SECTION C: 40****GRAND TOTAL: 100**