



Department of Education
North West Province
REPUBLIC OF SOUTH AFRICA

LIFE ORIENTATION GRADE 11
PROVINCIAL ASSESSMENT TASK 1, TERM 1
SOURCE BASED TASK, 2025
MARKING GUIDELINE

This marking guideline consists of 17 pages

NOTE TO THE TEACHER

- Learners will respond to the questions based on their own socio-economic backgrounds.
- Give learners guidance on how to answer the questions.
- Complete all the details on the learner page (Marks obtained)
- Teachers must pay special; attention to the way marks have been allocated, For example in some instances:
 - 2 marks imply a fact and a qualifier
 - 3 marks imply a fact, a qualifier and a result.
 - 4 marks imply a fact, an elaboration, a qualifier and a result.

ACTIVITY 1

ONE mark for a well substantiated response

1.1 Define the following terms:

1.1.1 Persistence (1x1) (1)

- persistence refers to the ability of a system or process to continue functioning or existing even when faced with obstacles, challenges, or setbacks. ()
- It involves continuing to strive towards a goal or objective despite encountering difficulties or resistances. ()
- persistence is about persevering, being consistent, and remaining committed to achieving what you want, even when things get tough. ()
- It's about not giving up, and instead, finding ways to overcome obstacles and keep moving forward. ()

(Any ONE of the above responses)

1.1.2 Life goals (1x1) (1)

- Life goals are the desired outcomes or achievements that an individual strives to attain in their lifetime. ()
- Life goals can be personal, professional, or a mix of both, and are often aligned with an individual's values, passions, and priorities. ()

1.1.3 Goal setting (1x1) (1)

- Goal setting is the process of identifying, specifying, and outlining specific objectives or targets that an individual or organization wants to achieve. ()
- It involves setting clear, measurable, and attainable goals that are aligned with one's values, needs, and priorities. ()

1.1.4 Individuality (1x1) (1)

- Individuality refers to the unique qualities, characteristics, and traits that distinguish one person from others. ()
- Individuality encompasses the distinct personality, thoughts, feelings, experiences, and perspectives that make someone who they are. ()
- It is what sets a person apart from others, making them unique and irreplaceable. ()
- Individuality includes their strengths, weaknesses, values, beliefs, interests, and habits, as well as their creative expression, personal style, and way of communicating. ()

(Any ONE response from the above)

ONE mark for a well substantiated response.

1.1.5 Perseverance

(1x1) (1)

- Perseverance refers to the quality of continuing to try hard and persist in the face of difficulties, obstacles, or challenges, even when faced with setbacks, failures, or discouragement. ()
- Perseverance involves maintaining motivation and focus and making a sustained effort to achieve a goal or overcome an adversity. ()
- It means continuing to work towards a goal despite encounters with obstacles or failures. ()
- Perseverance means maintaining a strong commitment to achieving a goal, even when faced with challenges or uncertainties. ()

(Any response from the above)

1.2 Identify the THREE types of goals.

(1x3) (3)

ONE mark for ONE correct response given

- Short-Term Goals ()
- Medium Term Goals ()
- Long-Term Goals/ Lifestyle Goals ()

1.3 Explain ONE benefit of achieving your short-term goal.

(1x2) (2)

TWO marks for EACH well substantiated response.

- Boosts Confidence and Motivation - achieving short-term goals can give you a sense of accomplishment and pride,() which can boost your confidence and motivation. ()
- You feel more capable of tackling challenges () and pursuing more ambitious goals. ()
- Builds Momentum – achieving short-term goals can create a sense of momentum () and progress. ()
- Achieving your short term goal will make you feel more energized and motivated () to pursue the next one, creating a snowball effect that propels you forward.()
- Improves Focus and Direction – achieving your Short-term goals help you focus() on what's truly important and prioritize your time and energy. ()
- By achieving these goals, you'll gain clarity ()on what you want to achieve in the long run. ()
- Enhances Problem-Solving Skills - Short-term goals often require problemsolving and critical thinking.() you'll develop your ability to analyse problems, identify solutions,()

- Develops Resilience and Perseverance - achieving short-term goals helps you develop resilience and perseverance (). You'll learn to overcome setbacks, adapt to changes, and push through challenges.()
- Increases Productivity - By achieving short-term goals, you'll become more productive and efficient.() You'll learn to prioritize tasks, manage your time effectively, and accomplish more in less time.()
- Enhances Self-Discipline -Short-term goals require discipline and commitment. () you'll develop your self-discipline which will help you stick to your long-term goals and make better choices. ()
- Provides a Sense of Accomplishment - Achieving short-term goals gives you a sense of accomplishment and satisfaction.() it can boost your mood and overall well-being. ()
- Supports Long-Term Goals - Short-term goals are often stepping stones to long-term goals. () you'll make progress towards your long-term objectives ()
- Fosters a Growth Mindset - Achieving short-term goals helps you develop a growth mindset.() You'll recognize that you can learn, adapt, and grow, which will help you tackle more challenging goals and pursue your passions. ()

(Any ONE response from the above)

1.4 Discuss THREE factors that contribute to relationships that are detrimental to well-being. (3x2) (6)

TWO marks for EACH well substantiated response.

- Lack of Emotional Intimacy - when relationships lack emotional intimacy, ()it can lead to feelings of disconnection, isolation, and loneliness. ()
- Unrealistic Expectations - can put significant pressure on relationships, () leading to disappointment, frustration, and resentment. ()
- Poor Boundary Setting - setting can lead to feelings of burnout, resentment, and exhaustion. () leading to hurtful feelings ()
- Trauma or Unresolved Issues - unaddressed trauma or unresolved issues () can emotional unavailability or numbness, fear of intimacy or abandonment/difficulty trusting others or forming attachments ()
- Narcissistic or Manipulative Behaviour -narcissistic or manipulative behaviour can be extremely toxic () leading to motional manipulation(or gaslighting/ constant criticism or belittling/ selfishness or lack of empathy/ exploitation or abuse of power ()

(Any THREE of the above responses)

1.5 Analyse TWO factors in a relationship that will have a positive effect to your well-being. (3x2) (6)

TWO marks for EACH well substantiated response

- Emotional Support: Having a partner who provides empathy, understanding, and encouragement () helps reduce stress and contributes to better mental health. ()
- Trust and Honesty: Feeling secure in knowing that your partner is trustworthy () fosters a sense of safety and reduces anxiety in the relationship. ()
- Communication: Open, respectful, and honest communication strengthens connections, () and improves emotional intimacy. ()
- Mutual Respect: Respecting each other's boundaries, feelings, and opinions () promotes a sense of equality and harmony in the relationship. ()
- Shared Values and Goals: Having common values, interests, or long-term goals () fosters a strong bond and a sense of unity, which is vital for a fulfilling partnership. ()
- Quality Time Together: Spending meaningful time together () strengthens emotional connection and creates positive shared experiences. ()
- Affection and Physical Touch: Physical closeness, hugs, kisses, and affectionate gestures () promote emotional well-being and release oxytocin, enhancing happiness. ()

(Any TWO of the above responses)

1.6 Critically discuss the impact of media on values and beliefs about relationships. (1x4) (4)

FOUR marks (Fact, elaboration, qualifier and result) for a well substantiated response

- Positive Influences - Media can promote healthy relationship values such as equality, mutual respect, and communication. () It can showcase diverse relationships and families, () promoting acceptance and inclusivity. () This can raise awareness about social issues, such as domestic violence, and encourage empathy and understanding. ()
- Negative Influences - Media can perpetuate harmful stereotypes and unrealistic expectations about relationships, () leading to dissatisfaction and disillusionment. () It can glorify unhealthy or toxic relationships, () normalizing harmful behaviour and attitudes. ()
- Unrealistic Expectations - Media often presents unrealistic and idealized portrayals of relationships, () this leads to unattainable expectations and disappointment. () making individuals to expect their partners to fulfil unrealistic roles or expectations () leading to feelings of inadequacy. ()

- Impact on Self-Esteem - Media can negatively impact self-esteem, particularly for women and marginalized groups, () by presenting unrealistic beauty standards and promoting self-doubt. () This can lead to a focus on external validation, () with individuals seeking self-worth through external means rather than internal sources. ()
- Manipulation and Control - Media can be used as a tool for manipulation and control, () perpetuating harmful attitudes and behaviours. () This can be used to reinforce harmful social norms and stereotypes, () limiting individuals' autonomy and agency. ()
- Lack of Representation - Media often lacks diverse representation, () failing to showcase the experiences and perspectives of marginalized groups. () This can erase or tokenize certain groups, () perpetuating systemic inequalities and reinforcing harmful stereotypes. ()

(Any ONE response from the above)

Total = [26]

ACTIVITY 2

PHYSICAL EDUCATION

2.1 List THREE benefits of engaging in physical activities. (3x1) (3) ONE mark for EACH well substantiated response.

Here are some benefits of engaging in physical activities:

- Improves Physical Health ()
- Enhances Mental Well-being ()
- Increases Energy Levels ()
- Supports Better Sleep ()
- Enhances Cognitive Function ()
- Supports Bone Health ()
- Improves Immune Function ()
- Enhances Coordination and Balance ()
- Increases Self-Esteem and Confidence ()
- Supports Social Connections ()
- Reduces Inflammation ()
- Improves Digestion ()

2.2 Mention any FIVE safety precautions to be considered when engaging in physical activities. (5x1) (5)

ONE mark for EACH well substantiated response.

- Warm-up and Cool-down ()
- Proper Gear and Equipment ()
- Safety Check ()
- Hydration and Nutrition
- Weather Conditions ()
- Buddy System ()
- Know Your Limits ()
- Medical Clearance ()
- Proper Technique ()
- Emergency Preparedness ()
- Stretching and Foam Rolling ()
- Get Enough Rest ()

(Any ONE of the above responses)

2.3 Explain ONE factor that may lead to young people not participating in physical activities. (1x2) (2)

TWO marks for a well substantiated response.

Lack of Time - Busy Schedules: With increasing academic pressures, extracurricular activities, and social commitments, () many young people feel they don't have time to engage in physical activities regularly. ()

- **Technology Use:** Spending hours on screens, such as watching TV, gaming, or using social media, () can lead to a sedentary lifestyle, leaving less time for physical activity.()
- **Lack of Motivation or Interest –** () some young people need motivation before they can engage in any task, without such, they don't participate. ()
- **Not Enjoying Physical Activity:** If a young person doesn't find physical activities fun or engaging,() they may not see the value in participating. ()
- **Lack of Immediate Reward:** Unlike instant gratification from digital entertainment, () physical activities often require sustained effort to see progress or improvement, which can make it less appealing. ()
- **Low Confidence or Self-Esteem - Body Image Issues:** Adolescents who struggle with body image or feel self-conscious about their appearance() may avoid physical activities ()
- **Fear of Judgement:** They may avoid physical activities due to fear of not performing well or being judged by peers or coaches,() leading to a lack of confidence. ()

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- **Physical or Health Barriers - Injury or Chronic Health Issues:** Young people with chronic conditions or past injuries may () find it difficult to engage in physical activities without experiencing pain or discomfort. ()
- **Obesity or Overweight:** Those who are overweight may feel embarrassed or uncomfortable participating in physical activities() especially if they fear negative judgment.()
- **Lack of Access or Resources - Limited Facilities or Equipment:** In some areas, young people may not have easy access () to sports facilities, gyms, or outdoor spaces to engage in physical activities. ()
- **Financial Barriers:** The cost of joining sports teams, paying for equipment, or attending specialized classes () might be a barrier for some young people.()
- **Cultural or Social Influences - Peer Influence:** If physical activity is not seen as "cool" or socially accepted within a young person's peer group, () they may be less likely to participate. ()
- **Cultural Norms:** In some cultures or communities, physical activity, especially certain sports or fitness routines, () may not be highly encouraged or prioritized. ()
- **Environmental Factors - Weather Conditions:** Inclement weather, such as extreme heat, cold, or rain, () can limit outdoor activities. ()
- **Safety Concerns:** In some neighbourhoods, concerns about safety () may prevent young people from engaging in outdoor physical activities or sports.
- **Parental Influence - Parental Support:** If parents do not emphasize the importance of physical activity or fail to encourage their children to be active,() young people may not see it as a priority. ()
- **Over-scheduling:** Sometimes, parents unintentionally over-schedule their children with academic or extracurricular commitments,() leaving little time for physical activity. ()
- **Mental Health and Stress - Anxiety and Depression:** Mental health struggles can reduce energy levels, () making it harder for young people to engage in physical activity. ()
- **Stress:** High levels of stress from schoolwork, family issues, or personal challenges () can leave young people feeling mentally drained and less inclined to exercise. ()

(Any ONE of the above responses)

2.4 Discuss TWO ways in which communities can encourage the youth to participate in sport. (2x2) (4)

TWO marks for EACH well substantiated response.

- **Create Accessible and Affordable Sports Programs - Low-Cost or Free Options:** Offer community-based sports programs that are affordable or free of charge. () Subsidize sports activities to ensure that cost does not become a barrier. ()
- **Open Access to Facilities:** Make sports facilities (such as gyms, courts, fields, and swimming pools) available to young people, especially in underserved areas. () This could include offering discounted access or extending opening hours for community centers. ()
- **Variety of Sports:** Provide a range of sports activities to cater to diverse interests. () Some youth may be drawn to team sports like soccer or basketball, while others might prefer individual activities like running, swimming, or martial arts. ()
- **Promote Inclusivity and Diversity - Emphasize Inclusivity:** Create sports programs that are welcoming to everyone, regardless of skill level, gender,

race, or socioeconomic background. () Programs should be designed to foster inclusion and celebrate diversity. ()

- **Encourage Gender Equality** - Offer opportunities for both girls and boys to participate in sports. () Breaking down gender stereotypes and offering equal encouragement can help increase participation ()
- **Provide Positive Role Models - Involve Local Athletes:** Engage local sports heroes or coaches () as mentors to inspire young people. Young athletes can look up to role models () who have achieved success in their communities or beyond.
- **Peer Influence:** Encourage older youth to mentor and support () younger participants. Peer role models who have experienced the benefits of sports themselves can motivate () others to join.
- **Create a Social Atmosphere** - Foster an environment where youth can make new friends and build relationships through sports.() Social events, teambuilding exercises, and celebrations can make sports feel like a rewarding social experience. ()
- **Develop School-Community Partnerships - Collaboration with Schools** so as to integrate sports into daily activities and after-school programs. () by offering sports clubs, physical education classes, or recreational leagues that are linked to community teams.()
- **Physical Education Enhancement** - Ensure that physical education (PE) programs in schools are well-funded and emphasize a wide range of activities to engage students. () This could help young people discover sports they enjoy and may want to pursue outside of school. ()
- **Competitions and Tournaments:** Organize inter-school competitions, community-wide tournaments () where students and community members can participate in friendly contests.()
- **Build a Supportive Environment - Parental Engagement:** Educate parents on the benefits of sports () and encourage their active participation in supporting their children's sports activities. ()
- Parent-driven encouragement() can significantly enhance a child's interest and commitment to sports. ()
- **Volunteer Opportunities:** Offer volunteer opportunities for parents and community members to help organize or coach youth sports programs(). A community-driven sports culture can boost engagement and provide a support system for young athletes. ()

(Any ONE of the above responses)

2.5 Suggest ONE way in which unruly behaviour can be avoided in sport matches. (1x3) (3)

THREE marks for a well substantiated response.

- Improving Player Education: Educate players about the importance of sportsmanship, () fair play, and respecting opponents, officials, and spectators (). This will make players to respect their opponents and play fairly.()
- Strengthening Referee Training - Ensure that referees and officials are welltrained to handle conflicts () and escalating situations effectively. They should be equipped with the necessary skills to manage () player behaviour and make informed () decisions.
- Enhancing Spectator Engagement - Encourage spectators to behave responsibly () by engaging them in promotional campaigns, pre-match briefings, and instadium messaging. () leading to respecting opponents and officials. ()
- Sanctions and Consequences- Implement clear sanctions for unruly behaviour,() including fines, suspensions, and even expulsions () from the league. This can serve as a deterrent and encourage players to behave responsibly. ()
- Mentorship and Leadership - Encourage team captains and senior players to take on leadership roles () and mentor ()younger players on the importance of fair play and respect for opponents.()
- Sports Ethics and Values - Embed sports ethics and values into the fabric of sports culture. () This can be done by incorporating them into coaching philosophies, team culture, and player contracts.() thus avoiding unruly behaviours. ()
- Fan Engagement and Involvement - Encourage fans to take ownership of their behaviour () and create a positive, respectful atmosphere in stadiums.() This can be achieved through social media campaigns, fan ambassadors and community outreach programs. ()
- Security and Stewarding - Ensure adequate security and stewarding in stadiums () to prevent and respond to incidents of unruly behaviour. () this will lead to curtailment/ minimization of unruly behaviour. ()
- Media and Social Media Responsibility**: Encourage media outlets and social media platforms to promote responsible reporting () and commentary on sports events, avoiding inflammatory language and provocative headlines. () which can make all involved to be unruly in behaviour. ()

(Any ONE of the above responses)

Total = [17]

ACTIVITY 3

CAREERS AND CAREER CHOICES

3.1 Mention the THREE requirements through which one can pass the NSC (1X3) (3).

ONE mark for EACH response

- Bachelor's degree ()
- Diploma ()
- Higher Certificate ()

3.2 Explain the following terms:**TWO marks for EACH well substantiated response.****3.2.1 National Benchmark Tests (NBTs) (1x2) (2)**

- The NBTs are a set of assessments that measure a student's academic readiness () for tertiary education in South Africa. They're designed to help universities and colleges identify () students who need additional support or bridging courses to succeed in their chosen field of study.

3.2.2 Sector Education and Training Authority (SETA) (1x2) (2)

- SETAs were established to address the need for skills development () and training in various sectors of the economy. They address skills gaps and shortages in specific sectors.() such as agriculture, manufacturing, or finance.
- They aim to improve the quality of education and training, () and increase the supply of skilled workers, and promote economic growth. ()

(Any ONE of the above responses)**3.2.3 Admission Point Score (ATP) (1x2) (2)**

- Admission Point Score (APS) is a scoring system () used by universities in South Africa to evaluate and admit () students.
- The APS is a points-based system that takes into account a student's performance () in their National Senior Certificate (NSC) examinations. The system allocates points () to each subject based on the student's achievement level, with a maximum of 7 points per subject.

(Any ONE of the above responses)**3.3 Discuss THREE factors you should consider when applying to an institution of higher learning. (3x2) (6)****TWO marks for EACH well substantiated response.**

- Academic Program - Make sure the institution offers your desired program () including specializations which will it prepare you for your desired career ()
- Accreditation – Verify whether the institution is accredited by a recognized accrediting body like Umalusi. ()This ensures the institution meets certain

standards, () and your degree will be recognized by employers and other academic institutions.

- **Cost and Financial Aid** - Check the total cost of attendance, including tuition, fees, room, etc. () and availability of scholarships, grants, or loan options. ()
- **Location and Setting** – Check proximity from where you stay, is your preference urban, suburban, or rural () because this might include travel costs ()
- **Campus Resources** – Check the availability of facilities and resources() Their availability or non-availability will impact on your studies. ()
- **Support Services** – Check for services for students with disabilities or those who need academic support () because this will impact on your studies. ()
- **Entry Requirements** - Admission requirements, including grades, test scores, and prerequisites differ () Go with the one that can cater for you. ()

(Any **THREE** of the above responses)

3.4 Explore **TWO** options for financial assistance for studies at institutions of higher education. (2x3) (6)

THREE marks for EACH well substantiated response.

- A **bursary** - is a form of financial assistance provided to students to help them pay for their education. () It's essentially a grant or scholarship that helps cover the costs of tuition, fees, and other educational expenses. () with certain conditions to it. ()
- A **scholarship** - is a type of financial aid that is awarded to students to help them pursue their education. () It's usually a one-time or ongoing payment that covers () part or all of the student's educational expenses, and is dependent on high performance ()
- A **learnership** is a type of work-based learning program that combines theoretical training with practical work experience. () It's a great way for individuals to gain skills, knowledge, and experience () in a specific occupation or field, while also earning a salary. ()
- **Learnerships** typically involve a contractual agreement between an employer, a training provider, and a learner. () The learner agrees to work for the employer for a certain period, () and in return, the employer provides the learner with on-the-job training, mentorship, and coaching.()
- **Apprenticeship** - is a type of work-based training program () that combines on-the-job learning. This helps student to learn a trade, skill, while earning a salary () which can alleviate the financial challenges of a student. ()

(Any **TWO** of the above responses)

3.5 Recommend TWO ways a learner could follow or pursue a career other than university education. (2x2) (4)

TWO marks for EACH well substantiated response.

- Vocational Training - enrol in a vocational or technical training program () so that you get skilled in a particular trade or skill. ()
- Online Courses and Certifications- Look into online platforms which offer a wide range of courses () so that you can be get certifications in various fields, including business and IT. ()
- Apprenticeships - Check out for companies or organizations in your desired field and ask about apprenticeship opportunities. () This way, you'll gain hands-on experience and learn from professionals in the industry. ()
- Entrepreneurship - If you have a business idea, consider taking the entrepreneurial route. () You can start small, learn as you go and grow your business over time. ()
- TVET Colleges - TVET (Technical and Vocational Education and Training) colleges offer a range of programs () with admission requirements lower than those of universities ()
- TVET colleges can offer you an opportunity to follow a stream of your choice () and be an artisan at the end of the day. ()
- Distance Learning - Some institutions offer distance learning programs () which allow you to earn a qualification ()
- Distance learning can provide an opportunity to study further () and be best in that which you will be doing. ()
- Start Your Own Project - Identify a problem or opportunity and start working on a project to solve it. () This can help you develop skills and become an employer rather than an employee () (**Any TWO of the above responses**)

Total = [25]

ACTIVITY 4

DEMOCRACY AND HUMAN RIGHTS

4.1 List the THREE levels of government.

(3x1) (3)

ONE mark for EACH response.

- National government ()
- Provincial government ()
- Local government ()

4.2 Mention FIVE factors that may lead to unruly and chaotic behaviour eventually disrupting games. (5x1)

ONE mark for EACH well substantiated response.

- Over-Competitiveness - When players become overly focused on winning ()
- Lack of Sportsmanship - Poor sportsmanship ()
- Unrealistic Expectations ()
- Pressure from Peers or Coaches ()
- Fear of Failure ()
- Overcrowding and Poor Facilities ()
- Lack of Clear Rules and Enforcement ()
- Environmental Factors ()
- Personal Issues ()
- Lack of Education and Training. ()

(Any FIVE of the above responses)

4.3 Explain what is meant by the following:

TWO marks for EACH well substantiated response.

4.3.1 Lobbying (1x2) (2)

- Lobbying is the process of influencing government policies, laws, or decisions by individuals, groups, or organizations () to achieve their desired outcomes. ()
- Lobbyists try to persuade () policymakers, lawmakers, or government officials to support () their interests, agendas, or causes.
- Lobbying is a legitimate way to participate in the democratic process, () but it can be controversial if not transparent and ethical ()

(Any ONE of the above responses)

4.3.2 Advocacy (1x2) (2)

- Advocacy is the process of supporting or promoting a particular cause, idea, or policy () to bring about positive change or improvement. ()
- Advocates work to influence public opinion, policies, or laws () to benefit a specific group, community, or individual. ()
- Advocacy is an essential part of creating positive change and promoting social justice (). So that we can be more effective advocates for ourselves and others ()

(Any ONE of the above responses)

4.3.3 Mandate (1x2) (2)

- A mandate is an official instruction, authority, or directive given to an individual, organization, or government() to perform a specific task, duty, or function.()
- A mandate can be used to allocate responsibilities, define roles, or assign tasks () to ensure that certain objectives or goals are achieved. ()

(Any ONE of the above responses)

4.4 Discuss TWO ways on how sport can contribute to nation building. (2x2) (4)

TWO marks for EACH well substantiated response.

- Promoting National Pride and Identity- Sport can unite a nation, evoke feelings of pride and belonging, ()and create a sense of national identity.()
- Fostering Social Cohesion - Sport can bring people together, bridge cultural and social divides, () and promote social cohesion and understanding. ()
- Developing Infrastructure and Economy - Hosting international sporting events can stimulate economic growth, create jobs, () and develop infrastructure and transportation systems. ()
- Encouraging Healthy Lifestyles - Sport can promote healthy lifestyles, reduce obesity and other health issues () and improve overall well-being. ()
- Fostering Social and Cultural Exchange - International sporting events can facilitate cultural exchange, promote understanding () and build relationships between nations. ()
- Providing Role Models and Inspiration - Sports personalities can serve as role models, () inspiring young people to adopt positive values, such as discipline, hard work, and perseverance. ()
- Building Community and Social Capital - Sport can help build community and social capital () by promoting volunteering, community engagement, and social responsibility.()
- Addressing Social Issues - Sport can be used as a tool to address social issues () such as poverty, inequality, and social injustice, and promote social change. ()

(Any TWO of the above responses)

4.5 Recommend TWO strategy that can be used to prevent injury of participants during games. (2x2) (4)

TWO marks for EACH well substantiated response.

- Proper Warm-up and Cool-down - Ensure that participants warm up properly before the game () and cool down afterwards to prevent muscle strains ()

- Safety Equipment - Provide and ensure that participants wear proper safety equipment () so that they are not disturbed by incorrect outfit ()
- Rule Enforcement - Game rules should be strictly enforced () to prevent foul play and ensure that participants are safe ()
- Proper Training and Conditioning - Ensure that participants receive proper training and conditioning () to prepare them for the physical demands of the game. ()
- Weather Conditions - Monitor weather conditions and cancel or postpone games if necessary () to prevent injuries caused by extreme weather ()
- Medical Clearance - Ensure that participants have medical clearance to participate in the game, () especially if they have pre-existing medical conditions so as to avoid complications ()

(Any TWO of the above responses)

Total = [22]

GRANT TOTAL = 90