BERGVLIET HIGH SCHOOL

LIFE ORIENTATION

Grade 10

November Control Test 2025

100 MARKS

Examiner: Ms Murphy

Moderators: Ms Ngangelizwe, Mrs Jacobs, and Ms Daniels

Time: 2 hours

MARKING GUIDELINE

SECTION A

Answer ALL the questions in this section.

Question 1.1

1.1.1 **D (✓)**

1.1.2 **B (✓)**

1.1.3 **B (✓)**

1.1.4 **C (✓)**

1.1.5 **A (✓)**

(5 x 1) (5)

(All Lower Order)

1.2.1 **Power relations** (✓)

1.2.2 **Gender equality** (✓)

1.2.3 **Endurance** (✓)

1.2.4 **Psychologically healthy** (✓)

1.2.5 **Gender/ gender role** (✓)

(5 x 1) (5)

(All Lower Order)

Question 1.3

1.3.1 Identify TWO factors responsible for sportsmen/sportswomen doping in sports.

(2 x 1) (2)

(Lower Order)

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

Possible answers could include:

- **Athletes may experience intense pressure to achieve the results expected of them. (✓)**
- **Some athletes have a strong desire to gain an advantage over their competitors. (✓)**
- **The promise of financial rewards for winning can motivate athletes to use performance enhancers. (✓)**
- **Athletes may believe that they can use banned substances without being caught. (✓)**
- **Coaches, family, or sponsors may place constant pressure on athletes to perform at a high level. (✓)**
- **An athlete may develop an addiction to performance enhancers due to repeated use/poor lifestyle choices. (✓)**
- **False/misleading information may create the impression that doping is acceptable/normal. (✓)**
- **Media/societal pressure to conform to unrealistic physical standards can influence athletes to dope. (✓)**

Any TWO of the above for ONE mark each

1.3.2 Explain the importance of gender equity in promoting female participation in sports. (1 x 2) (2)

(Middle Order)

Marks should be awarded as follows:

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

It could…

- **create equal opportunities for all, (✓) ensuring that females also have equal access to sports facilities/training/competitions. (✓)**
- **challenge traditional views that all sports are male-dominated, (✓) making it more possible for females to get recognised for their sporting abilities. (✓)**
- **open opportunities for females to develop leadership skills in sports, (✓) thus encouraging more of them to have a footprint in the local/global world of sport. (✓)**
- **encourage physical activity among girls/women, (✓) making them more skilled/trained/equipped to take on future sporting opportunities presented to them. (✓)**
- **make sports an inclusive arena/avenue for everyone, (✓) fostering a sense of belonging regardless of gender differences. (✓)**
- **enable more females to have an understanding of the different sports codes/to be visible in the different sports codes previously reserved for males, (✓) encouraging them to excel/do their best in these sports codes. (✓)**
- **give young girls a platform to engage with female role models, (✓) which may inspire them to be involved/participate in sports activities that were previously male-dominated. (✓)**
- **address existing gender barriers/obstacles/prejudiced attitudes in sport (✓) so that women feel confident/supported to participate competitively. (✓)**

- **eliminate stereotypes that only men's sports/achievements are valued, (✓) which may encourage more women to showcase their athletic abilities/actively take part in sport. (✓)**
- **enhance/improve the media coverage of women's sports, (✓) which may inspire greater female involvement by showing that their achievements are equally recognised/celebrated. (✓)**
- **portray female athletes as strong role models and dominant competitors, (✓) which may motivate young girls to see themselves in these roles/pursue participation in sport. (✓)**

Any ONE of the above for TWO marks

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

Question 1.4

1.4.1. Explain the importance of knowing job trends when young people choose career paths. (1 x 2) (2)

(Middle Order)

Marks should be awarded as follows:

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

It could…

- **introduce young people to different career fields, (✓) providing them with more job opportunities/growth potential. (✓)**
- **inform young people's skills development opportunities/growth prospects, (✓) since they may be encouraged to focus on skills that are currently valued/needed in the job market. (✓)**
- **help young people to target industries/roles with more openings, (✓) thus making them more employable in the future. (✓)**
- **makes young people aware of emerging trends in the workforce, (✓) thus helping them adjust to recent changes in the job market. (✓)**

- **support young people in making more informed career choices, (✓) thus making their career more relevant/related to/based on current market demands. (✓)**
- **assist in matching young people's interests to market needs, (✓) thus enabling them to find careers that align with their passions/interests. (✓)**
- **give young people a clearer picture of which career fields are growing, (✓) thus reducing any possible career uncertainty young people may feel. (✓)**
- **lead to young people discovering new/growing/emerging industries, (✓) making them more knowledgeable of viable future career choices/options they didn't previously consider. (✓)**
- **help young people identify networking opportunities in emerging fields, (✓) enabling them to connect with professionals in careers that are likely to grow. (✓)**
- **guide young people toward careers with stronger long-term prospects, (✓) thus improving their job security/financial stability in the future. (✓)**

Any ONE of the above for TWO marks

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

1.4.2 Discuss the impact of attending unaccredited learning institutions on students' academic future. . (1 x 2) (2)

(Middle Order)

Marks should be awarded as follows:

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

It could…

- **lead to students having qualifications that may not be recognised, (✓) which may then force them to repeat the same qualifications at a recognised institution. (✓)**
- **affect their future job opportunities, (✓) since employers may view non-accredited qualifications as invalid/fraudulent. (✓)**

- **undermine their academic credibility based on the qualification they have received, (✓) which may prevent them from transferring credits to a recognised institution. (✓)**
- **prevent them from obtaining professional licenses, (✓) which may block opportunities for professional growth and career progression. (✓)**
- **result in a loss of/being denied financial aid, (✓) since non-accredited institutions are not eligible for funding. (✓)**
- **create problems with professional certifications, (✓) since unverified qualifications may not be accepted for certification in certain fields. (✓)**
- **delay their financial independence, (✓) since limited job opportunities with non-accredited qualifications may prevent access to higher-paying positions. (✓)**
- **lead to delays in achieving their career goals, (✓) as they may need to redo/restart/repeat the learning/course/studies at an accredited institution. (✓)**
- **restrict international career opportunities, (✓) since qualifications from non-accredited institutions are often not recognised abroad. (✓)**

Any ONE of the above for TWO marks

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

1.4.3. Suggest ONE way in which parents could assist their child in developing career goals that are aligned with the current job market trends. (1 x 2) (2)

(Higher Order)

Marks should be awarded as follows:

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

They could…

- **explore/research in-demand careers with their child, (✓) which may expose them to emerging/sustainable fields that can shape their career goals. (✓)**

- **encourage their child to develop skills that are in demand, (✓) thereby guiding them to set career goals that match the changing requirements of the job market. (✓)**
- **arrange opportunities for career exploration, such as internships/job shadowing/career talks, (✓) enabling their child to set career goals informed by real-world market demands. (✓)**
- **motivate their child to be more adaptable/flexible regarding innovative/emerging career fields (✓) thereby helping them to align their career goals accordingly as trends change. (✓)**
- **guide them on the motives to set their goals based on the future/current market trends/interests, (✓) thus ensuring they are relevant going forward into future career paths. (✓)**
- **provide access to resources such as career planning tools/labour market reports, (✓) which can help their child set goals that align with growth areas in the economy. (✓)**
- **connect their child with networking opportunities, (✓) so they can set career goals influenced by advice from professionals in evolving career fields. (✓)**
- **engage in open discussions about their child's career aspirations, (✓) helping them refine goals that are both realistic and aligned with job market realities. (✓)**
- **introduce their child to social media platforms/online career content, (✓) giving them insights into less traditional but growing careers that could shape progressive goals. (✓)**

Any ONE of the above for TWO marks

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

[TOTAL SECTION A: 20 MARKS]

<u>SECTION B</u> (Compulsory)

Answer ALL the questions in this section.

Write your answers in full sentences.

<u>Question 2</u>

2.1 Define the term '*relationships'* as part of development during adolescence.

(1 x 2) (2)

(Lower Order - DSS)

Marks should be awarded as follows:

TWO (✓✓) marks for the correct definition.

Relationships are…

- **emotional/social connections formed with others during teenage years (✓) that contribute to identity formation/personal growth during this life stage. (✓)**
- **the interactions between teenagers and peers/family/significant others (✓) that may play a role in shaping communication/social skills as they navigate life changes. (✓)**
- **meaningful connections with others that emerge as part of teenage development (✓) and influence emotional well-being/decision-making during this time of change. (✓)**
- **the emotional/social bonds adolescents form with family/friends/peers/romantic partners, (✓) helping shape their identity/values/communication skills as they go through the change. (✓)**

Any ONE of the above for TWO marks

2.2 Mention TWO ways in which experiencing mood swings can be difficult for teenagers. (2 x 1) (2)

(Lower Order - DSS)

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

They may…

- **struggle to explain their emotions to friends/family. (✓)**
- **feel embarrassed when their mood changes suddenly in public. (✓)**
- **have increased conflicts with others because of irritability/anger. (✓)**
- **find it hard to concentrate during lessons/while studying due to a sudden emotional roller coaster. (✓)**
- **withdraw from social activities without knowing why. (✓)**
- **battle to understand why they suddenly lost interest in hobbies they previously enjoyed. (✓)**
- **sometimes misinterpret/over exaggerate how others respond to them. (✓)**
- **doubt their self-worth/question their sanity/state of mind when their mood drops unexpectedly. (✓)**

Any TWO of the above for ONE mark each

2.3 Provide TWO ways in which seeking less guidance from adults could expose teenagers to more risks. (2 x 1) (2)

(Lower Order - DSS)

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

They could…

- **make unsafe choices without understanding the consequences. (✓)**
- **fall for peer pressure more easily without adult advice. (✓)**
- **struggle to manage conflict without knowing healthy coping skills. (✓)**
- **rely on social media/friends for information that may be incorrect. (✓)**

- **ignore warning signs of mental health problems. (✓)**
- **get involved in risky behaviours, e.g., substance abuse/drag racing/going out with strangers/. (✓)**
- **experience exaggerated levels of loneliness/be overwhelmed when facing personal challenges. (✓)**
- **miss out on support that could help them make better decisions. (✓)**

Any TWO of the above for ONE mark each

2.4 Explain TWO ways in which the social growth during adolescence can prepare teenagers for their future careers. (2 x 2) (4)

(Middle Order - CCC)

Marks should be awarded as follows:

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

It could…

- **help teenagers learn how to work with different types of people, (✓) which may skill them to effectively collaborate with others in the workplace. (✓)**
- **develop their ability to express ideas clearly, (✓) which could help them communicate more effectively in interviews/meetings. (✓)**
- **strengthen their conflict resolution skills, (✓) which may allow them to handle disagreements at work in a professional manner. (✓)**
- **teach them how to listen to others, (✓) which may improve teamwork/customer service in future jobs. (✓)**
- **build confidence to effectively navigate different social settings, (✓) which may make it easier for them to network/build professional relationships. (✓)**
- **encourage responsibility in group situations, (✓) which may help them take initiative/lead projects later in life. (✓)**

- **expose them to diverse opinions/perspectives early one, (✓) which could prepare them for inclusive/respectful workplaces. (✓)**
- **develop empathy/understanding for the challenges of others, (✓) which might improve their ability to connect with co-workers/clients/customers. (✓)**

Any TWO of the above for TWO marks each

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

2.5 Discuss TWO benefits of positive coping strategies on an adolescent's future well-being. (2 x 2) (4)

(Middle Order - DSS)

Marks should be awarded as follows:

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

They could…

- **help someone deal with mood swings/peer conflict more constructively, (✓) which might teach emotional control they can carry into adulthood. (✓)**
- **encourage healthy responses to academic stress/social pressure, (✓) which may reduce the chance of long-term mental health struggles. (✓)**
- **build confidence after setbacks like friendship fallouts/school failures, (✓) which may strengthen their resilience in future responsibilities. (✓)**
- **teach them to ask for support when feeling overwhelmed, (✓) which might help them form strong personal/professional relationships later in life. (✓)**
- **provide a way to manage identity-related struggles, (✓) which could lead to greater self-understanding/confidence as they grow older. (✓)**
- **reduce the likelihood of using risky behaviours to escape difficult feelings, (✓) which may protect their physical/emotional health in the long term. (✓)**
- **instil habits like journaling/deep breathing during high-stress periods, (✓) which could become valuable tools in their adult coping toolkit. (✓)**

- **guide them in making safer/more thoughtful choices when under pressure, (✓) enabling them to make better decisions in future careers/relationships. (✓)**

Any TWO of the above for TWO marks each

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

2.6 Suggest TWO positive coping strategies teenagers could use to assist them in navigating the pressure of adolescence. In your answer, also explain how EACH suggestion could increase their resilience during this stage. (2 x 3) (6)

(Higher Order - DSS)

Marks should be awarded as follows:

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

They could…

- **develop a regular physical activity routine like walking/dancing/playing sport, (✓) which may help release built-up tension/improve their mood, (✓) and that may help them bounce back more easily from emotional/academic setbacks. (✓)**
- **practise mindfulness/breathing techniques, (✓) which may help them stay calm/focused in stressful situations, (✓) and that may enable them to respond to challenges with greater emotional control. (✓)**
- **talk to a trusted adult/friend/school counsellor, (✓) which may give them a safe space to express their feelings/seek guidance, (✓) and that may help them to always feel supported/less overwhelmed when facing personal difficulties. (✓)**
- **write in a journal to reflect on their thoughts/experiences/struggles, (✓) which may help them to successfully process their emotions/identify triggers, (✓) and that may help them manage future stress in more informed ways. (✓)**

- **take breaks and rest when they feel overloaded, (✓) which may prevent burnout/restore their mental energy, (✓) and that may help them return to challenges with renewed determination. (✓)**
- **create a healthy daily routine that includes time for school/hobbies/relaxation, (✓) which may bring balance to their day, (✓) and that may help them cope better when unexpected pressures arise. (✓)**
- **join youth groups/clubs with shared interests, (✓) which may give them a sense of encouragement from peers, (✓) and that may help them stay motivated when things get tough. (✓)**
- **focus on their strengths/positive self-talk, (✓) which may boost their confidence when dealing with criticism, (✓) and that may help them believe in their ability to grow through the ups and downs of adolescence. (✓)**

Any TWO of the above for THREE marks each

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

[20]

Question 3

3.1 Define the term *'diverse jobs'*. (1 x 2) (2)

(Lower Order - CCC)

Marks should be awarded as follows:

TWO (✓✓) marks for the correct definition.

Diverse jobs are…

- **a wide range of work roles across different sectors/skill levels, (✓) offering various opportunities for people with different interests/abilities. (✓)**
- **types of employment that differ in nature/responsibilities/industries, (✓) allowing different individuals to find work that matches their goals/aspirations. (✓)**
- **multiple forms of occupations/jobs/professions available in an economy, (✓) reflecting the variety of tasks/work environments/qualifications required. (✓)**
- **a broad variety of occupations (✓) that could provide opportunities for work in different/related work settings/environments. (✓)**

Any ONE of the above for TWO marks

3.2 State TWO reasons why workers may consider changing their working environment. (2 x 1) (2)

(Lower Order - CCC)

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

They may be…

- **seeking promotion/new challenges/opportunities for skills development. (✓)**
- **wanting to work in a field that aligns better with their interests/qualifications. (✓)**

- **looking for reprieve from poor relationships with colleagues or management. (✓)**
- **feeling undervalued/disrespected/excluded. (✓)**
- **looking for higher salary/health benefits/job security. (✓)**
- **wanting more financial stability. (✓)**
- **needing better lighting to reduce eye strain. (✓)**
- **preferring a quieter space to help them concentrate. (✓)**
- **struggling with poor ventilation/stuffy air. (✓)**
- **feeling uncomfortable in crowded/shared spaces. (✓)**
- **finding it hard to focus in noisy/busy areas. (✓)**
- **wanting access to more natural light during the day. (✓)**
- **needing a cleaner/more hygienic work setting. (✓)**
- **looking for a healthier work-life balance. (✓)**

Any TWO of the above for ONE mark each

3.3 Explain ways in which new technologies have changed the skills required to work in the primary sector. (3 x 2) (6)

(Middle Order - CCC)

Marks should be awarded as follows:

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

They could…

- **require workers to operate more advanced machinery, (✓) which might mean they need training in using digital control systems. (✓)**
- **introduce computer-based monitoring tools, (✓) which could demand stronger technical/data interpretation abilities. (✓)**
- **replace manual processes with automated systems, (✓) which may reduce the need for physical labour but increase the need for tech-savvy workers. (✓)**

- **involve the use of Global Positioning System (GPS)/drones, (✓) which might require workers to understand navigation software/remote equipment. (✓)**
- **shift the focus from traditional methods to precision-based approaches, (✓) which could demand more attention to detail. (✓)**
- **integrate mobile apps for tracking production, (✓) which may lead to a greater need for digital literacy in daily tasks. (✓)**
- **depend more on climate/soil data, (✓) which might require workers to understand basic scientific analysis. (✓)**
- **change how safety is managed on site, (✓) which could lead to the need for new skills in digital risk assessment tools. (✓)**

Any THREE of the above for TWO marks each

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

3.4 Discuss the skills learners might need to develop if they want to pursue a job in design. (2 x 2) (4)

(Middle Order - CCC)

Marks should be awarded as follows:

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

They may be…

- **required to apply creative thinking/originality when solving problems, (✓) which might help them come up with unique concepts that stand out in visual/product-based projects. (✓)**
- **expected to be proficient in design software/CAD programs, (✓) which could allow them to turn their ideas into professional-quality outputs. (✓)**
- **needed to exercise openness to feedback/revision, (✓) which could help them improve their ability to meet the needs of clients/team members. (✓)**
- **required to have a sharp eye for detail/aesthetics, (✓) which could ensure that their designs are both visually appealing/functionally effective. (✓)**

- **flexible in adapting their design style to suit different audiences/industries, (✓) which could make them more employable in a variety of roles. (✓)**

They may need to have…

- **the ability to manage time effectively across multiple projects, (✓) which might help them meet deadlines without compromising quality. (✓)**
- **strong visual communication/layout skills, (✓) which could support their ability to present complex ideas clearly through sketches/mood boards/mock-ups. (✓)**
- **collaboration/interpersonal communication skills, (✓) which could help them work effectively within creative teams/with clients during the design process. (✓)**

Any TWO of the above for TWO marks each

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

3.5 Propose TWO healthy eating habits workers could develop to maintain their energy levels during physically demanding work. In your answer, also indicate how each habit could support their long-term health at work. (2 x 3) (6)

(Higher Order - DSS)

Marks should be awarded as follows:

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

They could…

- **eat a balanced breakfast before starting their shift, (✓) which could provide sustained energy/prevent early fatigue during the day, (✓) and that may help them stay productive for overall enhancement of endurance at work. (✓)**
- **pack nutrient-rich meals with lean proteins/vegetables/whole grains, (✓) which could give their body the fuel it needs to recover/perform physically, (✓) and that may help enhance their attention/reaction time in an event they face dangers. (✓)**
- **stay hydrated by drinking water regularly throughout the day, (✓) which could prevent dehydration that often leads to dizziness/poor concentration,**

(✓) consequently, that may help them stay alert/vigilant all the time/enhance safety on the job. (✓)

- **avoid skipping meals during work hours, (✓) as that may maintain steady blood sugar levels to prevent energy crashes, (✓) helping them avoid exhaustion/reduce their risk of developing lifestyle diseases. (✓)**
- **include healthy snacks like fruit/nuts between meals, (✓) enabling them to keep their energy levels up without relying on sugary foods, (✓) and that may help maintain stamina while also protecting heart/digestive health over time. (✓)**
- **limit intake of energy drinks/sugary beverages, (✓) which could reduce dependency on short-term energy boosts that often lead to crashes, (✓) and that may help regulate their energy naturally/protect their long-term cardiovascular health. (✓)**
- **prepare meals in advance to avoid relying on fast food, (✓) which could give them more control over the ingredients/portion sizes, (✓) and that may help reduce fatigue/support digestion/prevent chronic health issues. (✓)**
- **eat smaller meals more frequently throughout the day, (✓) which could provide a consistent supply of energy without feeling heavy/sluggish, (✓) and that may help improve focus/physical endurance/reduce strain on the digestive system. (✓)**

Any TWO of the above for THREE marks each

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

[20]

[TOTAL SECTION B: 40 MARKS]

SECTION C (Choice)

Answer any TWO questions in this section.

Your responses must consist of paragraphs.
Marks will only be allocated for responses written in full sentences.

Question 4

Write paragraphs on **changes in the job market**.

Use the following as a guideline:

- State FOUR ways in which technology could positively change the job market in the future. (4 x 1) (4)

(Lower Order - CCC)

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

It could…

- **create new careers that don't exist yet. (✓)**
- **allow people to work from anywhere in the world. (✓)**
- **increase access to online job opportunities. (✓)**
- **help businesses grow faster/hire more workers. (✓)**
- **make training/upskilling easier through digital courses. (✓)**
- **reduce the need for dangerous/physically demanding work. (✓)**
- **connect job seekers to employers more quickly. (✓)**
- **improve productivity through automation/smart tools. (✓)**
- **help people start online businesses with fewer resources. (✓)**
- **allow people with disabilities to work using assistive technology. (✓)**

Any FOUR of the above for ONE mark each.

- Analyse how lifelong learning can help workers adapt to the rapid changes caused by new technology (2 x 4) (8)

(Middle Order - CCC)

Marks should be awarded as follows:

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

It could…

- **keep skills up to date with current work needs (✓) by encouraging workers to regularly learn new methods, (✓) which may make them confident in handling modern systems, (✓) and that may protect their employability. (✓)**
- **improve problem-solving abilities (✓) by exposing workers to new ways of thinking, (✓) which may help them tackle unexpected workplace challenges, (✓) and that may make transitions smoother. (✓)**
- **build confidence with change (✓) by showing that learning is an ongoing process, (✓) which could reduce fear when facing new digital tools, (✓) and that may make workers more adaptable. (✓)**
- **open opportunities for career growth (✓) by allowing workers to gain certifications/training, (✓) which may qualify them for advanced positions, (✓) and that may increase long-term job security. (✓)**
- **encourage flexibility in the workplace (✓) by teaching workers how to shift between different tasks, (✓) which could help them adjust to new systems, (✓) and that may improve productivity. (✓)**
- **strengthen creativity/innovation (✓) by exposing them to a variety of knowledge/skills, (✓) which could help them apply ideas in fresh ways, (✓) and that may lead to workplace improvements. (✓)**
- **reduce dependence on others (✓) by giving workers the ability to learn independently, (✓) thereby, helping them solve issues without waiting for external help, (✓) and that may increase efficiency. (✓)**

- **prepare them for future industries (✓) by developing habits of continuous skill development, (✓) which could make it easier to transition into new sectors, (✓) and that may sustain employability across changing economies. (✓)**

Any TWO of the above for FOUR marks each

(i.e. To be awarded the full FOUR marks for the ANALYSIS, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify the statement (✓) and give an outcome. (✓))

- Critically discuss the role of flexibility for the youth when preparing for jobs that do not yet exist. (2 x 4) (8)

(Higher Order - CCC)

Marks should be awarded as follows:

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

It could enable them to…

- **adjust quickly to unfamiliar roles (✓) by practising how to shift between different tasks/environments, (✓) which could make them more comfortable when stepping into new fields, (✓) and that may increase their chances of thriving in future careers. (✓)**
- **develop resilience in uncertain situations (✓) by learning to see change as an opportunity rather than a threat, (✓) which could reduce anxiety about unknown job demands, (✓) and that may help them remain motivated in evolving industries. (✓)**
- **apply transferable skills (✓) by adapting what they already know to new settings, (✓) which could allow them to succeed even when exact job requirements are unclear, (✓) and that may support long-term employability. (✓)**

- **embrace lifelong learning habits (✓) by staying open to new training/education, (✓) which could prepare them to continuously upgrade skills, (✓) and that may help them remain competitive in shifting markets. (✓)**
- **think creatively when solving problems (✓) by learning to approach challenges from different angles, (✓) which could make them effective in roles that demand innovation, (✓) and that may increase their value to employers. (✓)**
- **accept mobility between industries (✓) by being ready to move across sectors as opportunities arise, (✓) which could give them broader experience, (✓) and that may widen their career options. (✓)**
- **collaborate with diverse teams (✓) by adapting to different personalities/work styles, (✓) which could strengthen their ability to function in global and cross-cultural workplaces, (✓) and that may prepare them for careers in interconnected economies. (✓)**
- **stay confident during transitions (✓) by learning to cope with unfamiliar expectations, (✓) which could help them perform well in roles with undefined paths, (✓) and that may ease the pressure of entering unpredictable futures. (✓)**

Any TWO of the above for FOUR marks each

(i.e. To be awarded the full FOUR marks for the CRITICAL DISCUSSION, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify the statement (✓) and give an outcome. (✓)

[20]

Question 5

Write paragraphs on **discrimination based on religion**.
Use the following as a guideline:

- State how living in a multi-religious school could encourage respect between classmates. (4 x 1) (4)

(Lower Order - DHR)

Marks should be awarded as follows:

ONE (✓) mark for a well-explained response.

It could…

- **teach learners to listen to different beliefs without judging. (✓)**
- **help classmates understand each other's traditions. (✓)**
- **reduce stereotypes through shared experiences. (✓)**
- **create space for open conversations about religion. (✓)**
- **show that all beliefs deserve equal value/attention. (✓)**
- **build empathy by learning about each other's customs. (✓)**
- **encourage kindness during religious holidays/practices. (✓)**
- **promote tolerance by showing the value of differences. (✓)**
- **prevent discrimination through education/awareness. (✓)**
- **inspire unity by celebrating diversity together. (✓)**

Any FOUR of the above for ONE mark each

- Analyse how misinterpretations of certain indigenous practices on social media could contribute to stereotyping amongst peers. (2 x 4) (8)

(Middle Order - DHR)

Marks should be awarded as follows:

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

It could…

- **spread distorted portrayals (✓) by sharing incomplete/exaggerated clips online, (✓) which could shape biased views of cultural traditions, (✓) and that may cause unfair generalisations to form. (✓)**
- **encourage mocking behaviour (✓) by presenting sacred rituals in a humorous/disrespectful way, (✓) which could influence young people to see them as strange, (✓) and that may normalise ridicule of certain groups. (✓)**
- **promote one-sided stories (✓) by highlighting only unusual aspects of traditions, (✓) which could hide the richness/meaning behind them, (✓) and that may fuel narrow labels about identity. (✓)**
- **confuse symbolic meanings (✓) by misreading spiritual/cultural symbols without context, (✓) which could distort how others understand their value, (✓) and that may create harmful assumptions. (✓)**
- **amplify cultural myths (✓) by repeating false claims in viral posts, (✓) which could convince others to treat them as facts, (✓) and that may lock groups into negative images. (✓)**
- **reduce respect for heritage (✓) by trivialising practices as outdated/irrelevant, (✓) which could lead young people to dismiss their importance, (✓) and that may deepen prejudice. (✓)**
- **encourage exclusion in social spaces (✓) by framing traditions as incompatible with modern life, (✓) which could push individuals to**

distance themselves from their heritage, (✓) and that may isolate them within their own communities. (✓)

- **fuel "us versus them" thinking (✓) by presenting cultural practices as opposite to mainstream values, (✓) which could exaggerate differences, (✓) and that may further strengthen divisions among young people. (✓)**

Any TWO of the above for FOUR marks each

(i.e. To be awarded the full FOUR marks for the ANALYSIS, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify the statement (✓) and give an outcome. (✓))

- Critically discuss strategies a school could implement to protect freedom of religion while upholding equality and non-discrimination for all learners. (2 x 4) (8)

(Higher Order - DHR)

Marks should be awarded as follows:

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

It could…

- **create clear policies on inclusivity (✓) by outlining guidelines that respect diverse beliefs, (✓) which could reassure learners that their identity is acknowledged, (✓) and that may build trust in the school environment. (✓)**
- **provide neutral spaces for reflection (✓) by making available rooms for prayer/meditation/quiet thought, (✓) which could give learners opportunities to practice privately, (✓) and that may reduce feelings of exclusion. (✓)**
- **train staff in cultural sensitivity (✓) by offering workshops on understanding diverse traditions, (✓) which could improve how teachers**

handle religious matters, (✓) and that may foster a respectful classroom climate. (✓)

- **celebrate multiple cultural events (✓) by recognising different traditions equally in school programmes, (✓) which could highlight the value of every group, (✓) and that may strengthen unity among learners. (✓)**
- **ensure dress codes are flexible (✓) by allowing garments/symbols tied to faith, (✓) which could prevent learners from being singled out, (✓) and that may protect their sense of belonging. (✓)**
- **review the curriculum for balance (✓) by including perspectives from a variety of worldviews, (✓) which could expand learners' understanding of diversity, (✓) and that may reduce prejudice. (✓)**
- **create reporting systems for unfair treatment (✓) by setting up safe channels to raise concerns, (✓) which could hold the school accountable, (✓) and that may protect learners from being marginalised. (✓)**
- **encourage dialogue across groups (✓) by hosting discussions/activities about respect, (✓) which could allow learners to listen to each other's experiences, (✓) and that may build empathy/reduce division. (✓)**

Any TWO of the above for FOUR marks each

(i.e. To be awarded the full FOUR marks for the <u>CRITICAL DISCUSSION</u>, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify the statement (✓) and give an outcome. (✓))

[20]

Question 6

- Define the term '*social responsibility'* and provide THREE reasons why volunteering is a great way for grade 10s to practice social responsibility

(1+3) (4)

(Lower Order)

Marks should be awarded as follows:

ONE (✓) mark for the correct definition

Social responsibility refers to …

- **a theory that states that people are accountable for their civic duty and these activities should benefit society. (✓)**
- **a belief that businesses should provide value for themselves, shareholders and society. (✓)**
- **a framework where people are supposed to work together with other people and organizations for the benefit of the community. (✓)**

Any ONE of the above for ONE mark

AND

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

Volunteering is a great way for Grade 10s to practice social responsibility because it …

It could …

- **allow them an opportunity to plough back to their communities. (✓)**
- **create a habit of practising social responsibility from a young age. (✓)**
- **allow grade 10s to interact with their community in a positive way. (✓)**

- **ensures that they are getting involved in community issues. (✓)**
- **enable them to get involved in affairs affecting fellow learners at the school (social/psychological/emotional needs et.) (✓)**
- **urge them to seek funding for additional study material to assist underprivileged learners. (✓)**
- **instil a sense of urgency with which they could identify and help learners who are struggling with their school work. (✓)**

Any THREE of the above for ONE mark each

- Analyse why it is important for South African teenagers / learners to address the social issue of lack of resources in their schools.

(2x4) (8)

(Middle Order)

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained response

By addressing lack of resources, school learners could…

- **force schools to realise that there is in fact a problem with the learning materials that are currently being provided (✓) as they are not meeting the needs of the children (✓) and they are therefore not able to learn effectively (✓) and could struggle to reach their academic goals. (✓)**
- **take control of their own education (✓) by sourcing resources for themselves through companies/ organisations (✓) which could make external stake holders aware of the plight of our learners (✓) which could lead to further funding/ provision of resources in future. (✓)**
- **put pressure on school staff/ stakeholders to provide more/ higher quality resources (✓) through peaceful protest/ making their voices heard, (✓) thus creating a sense of urgency for all involved to solve the resource problem (✓) so that the learners can get what they need to learn effectively as soon as possible. (✓)**

- **create awareness for their plight within the community/ broader South Africa (✓) by getting involved with the media/ posting their stories on social media/ creating campaigns (✓) which could create a larger social outcry (✓) with many voices lending more power to delivery resources faster. (✓)**
- **show other learners that there are insufficient resources being provided them (✓), through forums/ discussions/ speeches at their school, (✓) which could raise awareness of how their right to education is being affected (✓), causing more learners to fight against this injustice. (✓)**

Any TWO of the above for FOUR marks each.
(i.e. To be awarded the full FOUR marks for an <u>ANALYSIS</u> question: candidates must give a statement, (✓) elaborate on the statement, (✓) qualify the statement (✓) and give an outcome.(✓))

- Critically discuss how youth service opportunities could help to cultivate skills necessary to participate in civic life.

(Higher Order)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well explained response
Youth service opportunities could cultivate skills necessary to participate in civic life by…

- **developing entrepreneurial skills (✓) needed for opening/running their own businesses (✓) which could enable them to make an income/provide necessary/needed products to the communities (✓) to take care of their daily needs/to minimise the costs of securing needed daily products from far. (✓)**
- **teaching them basic computer skills (✓) as the world requires everyone to interact using online platforms (✓) which could enable them to search for jobs online/use the internet for job hunting/communicate with**

people around the globe for pursuance of job offers (✓) and that could ensure their employment in the current/future competitive era. (✓)

- **giving youth the opportunity to participate in community development activities without any risk/ danger to themselves (✓) thus building the confidence/ interest of the youth (✓) and make them comfortable with performing civic duties later in life (✓) which could build a future generations of more active civic citizenship (✓)**
- **allowing them to learn the importance of volunteerism for community development (✓) as they see the difference that their actions will make to their community/ community members (✓) fostering a deep sense of responsibility towards the community members and overall community wellness (✓) creating a strong internal motivation to continue with similar activities in the future. (✓)**
- **providing them with more accurate information about the troubles facing South Africa/ their community (✓) as they will be exposed to professionals in this field (✓) allowing them to cultivate the skills necessary to teach others about what is going on (✓), so that they can facilitate further civic participation in others as well as themselves. (✓)**

Any TWO of the above for FOUR marks each.
(i.e. To be awarded the full FOUR marks for a <u>CRITICALLY DISCUSS</u> question: candidates must give a statement, (✓) elaborate on the statement, (✓) qualify the statement (✓) and give an outcome (✓))

[20]

[TOTAL SECTION C: 40 MARKS]

[TOTAL: 20 + 40 + 40 = 100 MARKS]

Section A, B & C Question Analysis

QUESTIONS	VERBS AND CONTEXTS	COGNITIVE LEVEL	DIFFICULTY LEVELS	TOTAL
SECTION A				
1.1.1–1.1.5	Multiple choice (knowledge questions)	1	1	5
1.2.1–1.2.5	Conceptual knowledge-based questions	1	1	5
1.3.1	Identify	1	1	2
1.3.2	Explain	2	3	2
1.4.1	Explain	2	3	2
1.4.2	Discuss	2	4	2
1.4.3	Suggest	3	6	2
SECTION B				
2.1	Define	1	1	2
2.2	Mention	1	1	2
2.3	Provide	1	2	2
2.4	Explain	2	3	4
2.5	Discuss	2	4	4
2.6	Suggest	3	6	6
3.1	Define	1	1	2
3.2	State	1	1	2
3.3	Explain	2	3	6
3.4	Discuss	2	4	4
3.5	Propose	3	6	6
SECTION C				
Q4				
Bullet 1	State	1	1	4
Bullet 2	Analyse	2	4	8
Bullet 3	Critically discuss	3	5	8
Q5				
Bullet 1	State	1	1	4
Bullet 2	Analyse	2	4	8
Bullet 3	Critically discuss	3	5	8
Q6				
Bullet 1	State	1	1	4
Bullet 2	Analyse	2	4	8
Bullet 3	Critically discuss	3	6	8
Summary of Cognitive Levels				
Lower Order	30 marks			
Middle Order	40 marks			
Higher Order	30 marks			