BERGVLIET HIGH SCHOOL

LIFE ORIENTATION

Grade 11

November Control Test 2025

100 MARKS

Examiner: Mrs Peters **Moderators: Ms Murphy, Mrs Cloete, and Ms Daniels**

Time: 2 hours

MARKING GUIDELINE

SECTION A

QUESTION 1

1.1.1. B (✓)

1.1.2. D (✓)

1.1.3. B (✓)

1.1.4. A (✓)

1.1.5. C (✓)

(5X1) (5)

1.2.1 incest

1.2.2 deforestation

1.2.3 ubuntu

1.2.4 job shadowing

1.2.5 prejudice

(5X1) (5)

1.3.1 What does power refer to? (1x2) (2)

- **A control or authority (✓)over something or someone. (✓)**

1.3.2 Explain what domestic violence is. (1x2) (2)

- **When in a relationship or marriage, one or both of the partners uses physical, sexual or psychological violence (✓) to try to get power or control over the other or due to losing their temper. (✓)**

1.3.3 Explain ONE strategy to reduce gender-based violence. (1x2) (2)

- **Scaling up prevention efforts that address unequal gender power relations (✓) as a root cause of gender-based violence. (✓)**
- **Bringing gender-based violence clinical services to lower-level health facilities (✓) making it accessible (✓)**
- **Addressing the needs of children survivors, (✓) including interventions to disrupt the gender-based violence cycle. (✓)**

1.4.1 Discuss why Grade 11's may consume a lot of junk food during exam periods. (1 x 2) (2)

Marks should be awarded as follows:

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

Grade 11s may…

- **feel stressed/anxious, (✓) which could lead them to choose snacks high in sugar/fat to improve mood temporarily. (✓)**
- **be too busy studying, (✓) which makes them opt for convenient but unhealthy foods. (✓)**
- **experience fatigue/low energy, (✓) which causes them to choose quick snacks that could give an instant energy boost. (✓)**
- **feel they don't have time to cook/eat properly, (✓) which could make them opt for easy/accessible food. (✓)**
- **emulate their classmates who regularly eat junk food while studying, (✓) which could become part of their studying/exam culture. (✓)**

Any ONE of the above for TWO marks
(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

1.4.2 Suggest a strategy that learners can implement to encourage themselves to replace high-sugar snacks with healthier options during exam week.

(1 x 2) (2)

Marks should be awarded as follows:

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

Learners could…

- **prepare healthy snacks in advance, (✓) which may make it easier for them to choose these over sugary snacks/restrict them from choosing any other snack, other than the prepared/healthy snack. (✓)**
- **keep junk food out of reach/not in their homes/away from their study rooms, (✓) thereby reducing the temptation to start eating/helping themselves/making it less likely to snack on unhealthy food. (✓)**
- **replace sugary snacks with a variety of healthy alternatives, (✓) which may allow them to satisfy cravings without excess sugar. (✓)**
- **drink water/herbal tea instead of sugary drinks, (✓) enabling them to stay hydrated while reducing sugar cravings. (✓)**
- **study with friends who encourage healthy habits, (✓) since that may ensure that they consistently make healthier food choices. (✓)**
- **read labels to understand sugar content, (✓) thus, providing them an opportunity to make informed choices/help avoid hidden sugar in snacks. (✓)**

Any ONE of the above for TWO marks
(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

TOTAL SECTION A: 20

SECTION B (COMPULSORY
Answer ALL the questions in this section. Write your answers in full sentences.

QUESTION 2

2.1 Define the term *'substance abuse'* as one of the challenges that teenagers are currently confronted with. (1 x 2) (2)

Marks should be awarded as follows:
TWO (✓✓) marks for the correct definition.

Substance abuse is…

- **extreme usage of addictive substances, e.g., drugs/pain killers/alcohol, (✓) eventually interfering with brain development/school performance/ relationships/future opportunities. (✓)**
- **the harmful/excessive use of addictive substances, e.g., nicotine/alcohol/drugs (✓) negatively affecting a teenager's physical/psychological/mental health. (✓)**
- **use of psychoactive substances, including alcohol/illicit drugs, (✓) resulting in psychological/physical dependence. (✓)**
- **the repeated use of substances like vapes/e-cigarettes/drugs/alcohol, (✓) leading to addiction/interference with brain development. (✓)**
- **the misuse of legal/illegal substances (✓) in ways that damage the body.**

Any ONE of the above for TWO marks

2.2 Mention TWO ways in which abusing substances like vaping products, whose marketing make them appear trendy, could create unhealthy beliefs about substance abuse.

(2 x 1) (2)

Marks should be awarded as follows:
ONE (✓) mark for a well-explained response.

It could…

- **increase peer pressure among teens to try it, even if they're aware of the risks. (✓)**
- **cause teenagers to overlook the dangers associated with substance abuse to fit in. (✓)**
- **normalise risky behaviours/make unacceptable behaviour look normal, in order to belong. (✓)**
- **make teenagers think they need to use substances to be accepted by peers/to show that they are mature. (✓)**
- **make teens assume that these substances are actually harmless, which can encourage them to experiment with more potent substances. (✓)**

- **make them believe that substance abuse does not affect their health in a serious way. (✓)**
- **lead them to think that substance abuse is not dangerous, as it is linked with fun. (✓)**
- **create the impression that substances are designed for young people/their lifestyle. (✓)**
- **make them forget that substance abuse can involve harmful/addictive chemicals. (✓)**
- **encourage them to believe that certain substances are less addictive than others. (✓)**
- **cause them to ignore health warnings related to substance abuse. (✓)**
- **lead them to view substance abuse as a fun activity rather than a risky behaviour. (✓)**
- **make them feel less guilty about experimenting with substances when friends are involved. (✓)**
- **make substance abuse seem more like a social trend to follow rather than a danger. (✓)**

Any TWO of the above for ONE mark each

2.3 Provide TWO ways in which substance abuse can negatively affect a teenager's physical health. (2 x 1) (2)

Marks should be awarded as follows:
ONE (✓) mark for a well-explained response.

It could…
- **cause long-term damage to their lungs. (✓)**
- **make it harder to breathe during exercise. (✓)**
- **lead to chest pain/coughing from inhaling harmful chemicals. (✓)**
- **increase their risk of developing long-term breathing problems. (✓)**
- **weaken their immune system/make them get sick more often. (✓)**
- **cause nicotine poisoning if they use too much at once. (✓)**
- **raise their heart rate/put strain on their heart. (✓)**
- **affect their energy levels/make them feel tired more easily. (✓)**
- **lead to gum irritation/other mouth-related problems. (✓)**
- **interfere with the development of their lungs/other organs. (✓)**
- **increase their risk of becoming addicted to nicotine. (✓)**

Any TWO of the above for ONE mark each

2.4 Explain TWO ways in which one teenager's substance abuse behaviour could negatively affect their friends.

(2 x 2) (4)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

They could…

- **encourage their friends to start substance abuse, (✓) which might expose them to harmful chemicals/addiction. (✓)**
- **make substance abuse seem normal/acceptable, (✓) which could influence their friends to copy the same behaviour. (✓)**
- **create peer pressure to abuse substances in social situations, (✓) which may lead friends to make unhealthy choices. (✓)**
- **expose their friends to second-hand substances, (✓) which might increase their risk of developing health problems. (✓)**
- **reduce the time spent on healthy group activities, (✓) which could affect their friends' social/academic progress. (✓)**
- **face disciplinary action at school, (✓) which might cause friends to be unfairly blamed/involved. (✓)**
- **damage the quality of friendships, (✓) which may happen if friends are uncomfortable with the substance abuse. (✓)**
- **influence friends to spend money on substances, (✓) which could affect how they manage their personal budgets. (✓)**

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 ways in which poor literacy might make it harder for some teenagers to avoid the risks of substance abuse, especially vaping.

(2 x 2) (4)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

It could…

- **make it difficult to understand health warnings on packaging, (✓) which might lead to confusion about the dangers of vaping. (✓)**
- **reduce their ability to interpret online health information, (✓) which could stop them from making informed choices. (✓)**
- **prevent them from reading anti-vaping campaign messages, (✓) which might cause them to miss important facts. (✓)**

- **lead to misinterpretation of product labels/ingredients, (✓) which could result in underestimating the harmful contents. (✓)**
- **make it harder to identify credible sources, (✓) which may increase their exposure to misleading/false information. (✓)**
- **affect their understanding of peer-reviewed studies/research, (✓) which might prevent them from realising long-term risks. (✓)**
- **limit their vocabulary when asking for help/information, (✓) which could make it harder to seek support or advice. (✓)**
- **reduce their confidence to engage in classroom discussions, (✓) which may prevent them from learning about vaping risks through education. (✓)**

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 possible strategies teenagers could use to help discourage their friends from substance abuse. In your answer, also explain how EACH suggestion could make their friend less likely to abuse substances.

(2 x 3) (6)

Marks should be awarded as follows:
THREE (✓✓✓) marks for a well-explained response.

They could…

- **share accurate information about the health risks of vaping, (✓) which could educate their friend about the long-term damage to their body/brain, (✓) and that may help their friend see substance abuse as dangerous, not harmless. (✓)**
- **set a good example by choosing not to abuse substances themselves, (✓) which could influence their friend through positive peer behaviour, (✓) and that may help their friend realise that they don't need to take substances to be accepted. (✓)**
- **invite their friend to join sports/creative hobbies, (✓) which could motivate their friend to spend time on healthier/more rewarding activities, (✓) and that may help their friend stay focused on goals instead of substance abuse. (✓)**
- **talk openly/non-judgementally about their concerns, (✓) which could encourage trust/allow their friend to reflect without feeling criticised, (✓) and that may help their friend feel more supported/open to change. (✓)**
- **suggest setting personal health goals together, (✓) which could inspire their friend to make more positive life choices, (✓) and that may help their friend feel motivated to avoid risky behaviours like substance abuse. (✓)**

- **show their friend stories/videos of people who regret abusing substances, (✓) which could create a personal connection to the real-life dangers, (✓) and that may help their friend think twice before starting/continuing the use of substances. (✓)**
- **avoid environments where substance abuse is common, (✓) which could reduce their friend's exposure to peer pressure, (✓) and that may help their friend feel less tempted/curious to experiment with substances. (✓)**
- **encourage their friend to speak to a trusted adult/health worker, (✓) which could connect their friend to professional support/advice, (✓) and that may help their friend feel more confident to say no to/quit substance use. (✓)**

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 *'ethical dilemma'* as it relates to abortion.

(1 x 2) (2)

Marks should be awarded as follows:
TWO (✓✓) marks for the correct definition.

An ethical dilemma is…

- **a situation involving a difficult moral choice (✓) between opposing values in relation to the pregnancy. (✓)**
- **uncertainty/internal conflict/indecisiveness (✓) about whether or not to keep the unborn child. (✓)**
- **a challenge in making a firm decision (✓) between competing ethical principles about terminating a pregnancy. (✓)**
- **a moral issue involving a personal issue, e.g., abortion/often challenging a person's sense of right and wrong (✓) where different beliefs/values come into conflict around the topic. (✓)**

Any ONE of the above for TWO marks.

3..2 Why could unequal access to healthcare make it more likely for those living in low socio-economic circumstances to choose an unsafe abortion?

(2 x 1) (2)

Marks should be awarded as follows:
ONE (✓) mark for a well-explained response.

Possible answers could include:

- **Long waiting times for legitimate appointments could cause delays, making safer options no longer possible. (✓)**
- **The high cost of private healthcare could force young people to turn to fake doctors/scammers. (✓)**
- **A lack of nearby public clinics could leave individuals with no safe places to go for help. (✓)**
- **Poor public transport could prevent access to legal healthcare services. (✓)**
- **A shortage of trained medical staff could result in people receiving no proper guidance/support. (✓)**
- **Overcrowded government clinics could make it difficult to get timely care, increasing desperation. (✓)**
- **Limited access to health education could result in poor knowledge of legal/safe abortion options. (✓)**

- **Fear of stigma in public clinics could discourage people from asking for help. (✓)**

Any TWO of the above for ONE mark each.

3.3 Explain ways in which unequal power between genders might affect a woman's ability to make her own decision about continuing a pregnancy.
(3 x 2) (6)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

It could…

- **lead to her partner controlling the final decision, (✓) which might prevent her from expressing what she truly wants. (✓)**
- **result in cultural/family pressure from male relatives, (✓) which could make her feel afraid to go against their wishes. (✓)**
- **create fear of rejection/violence if she disagrees, (✓) which may force her to stay silent about her actual choice. (✓)**
- **limit her access to financial resources, (✓) which could make her feel she has no option but to follow what her partner says. (✓)**
- **reduce her confidence in making independent choices, (✓) which might cause her to rely on others even when she disagrees. (✓)**
- **discourage open conversations about her rights, (✓) thereby stopping her from seeking advice/support about what to do. (✓)**
- **allow healthcare decisions to be made without her input, (✓) leaving her feeling powerless during the process. (✓)**
- **make her worry more about others' needs than her own, (✓) thereby influencing her to act against her personal wishes. (✓)**

Any THREE of the above for TWO marks each
(i.e. ONE mark for statement and ONE mark for qualifier/explanation)

3.4 Discuss how peer pressure could influence young girls to take part in risky abortion practices.

(2 x 2) (4)

Marks should be awarded as follows:
TWO (✓✓) marks for a well-explained response.

It could…

- **make them feel embarrassed to seek help from adults/clinics, (✓) which could push them toward unsafe options suggested by peers. (✓)**
- **pressure them to act quickly to avoid gossip, (✓) which might lead them to skip proper medical procedures/counselling. (✓)**
- **convince them to follow advice from their friend group instead of professionals, (✓) which may result in unsafe/illegal methods being used. (✓)**
- **lead them to choose secrecy over safety to maintain their social reputation, (✓) which could increase the risk of physical harm. (✓)**
- **make them feel too embarrassed to go to a clinic, (✓) which could push them to use unsafe home remedies/unverified online methods. (✓)**
- **cause them to react hastily out of a shared panic within the peer group, (✓) which might cause them to skip important steps like counselling or medical screening. (✓)**
- **discourage them from researching safe services, (✓) which could leave them vulnerable to exploitation/fake providers. (✓)**
- **make them fear being seen at a clinic, (✓) which may lead them to seek unsafe help from someone who lacks proper training. (✓)**
- **push them to rely on stories from friends rather than medical facts, (✓) which might increase the chance of making dangerous decisions. (✓)**
- **cause a young person to hide the pregnancy to avoid judgment from friends, (✓) which might stop them from accessing safe and legal services. (✓)**

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 ways in which women from low socio-economic backgrounds could access balanced information about abortion. In your answer, also indicate how that could lead to healthier decisions about abortion.

(2 x 3) (6)

Marks should be awarded as follows:
THREE (✓✓✓) marks for a well-explained response.

They could…

- **attend community health workshops offered by local clinics, (✓) which could provide medically accurate/unbiased information in a safe space. (✓) and that may help them make informed decisions about abortion that reflect their health needs/personal values. (✓)**
- **speak to trained counsellors at reproductive health centres/facilities, (✓) which could offer confidential support/present both options and consequences clearly, (✓) and that may help them consider emotional/physical/ethical aspects before deciding. (✓)**
- **access online platforms created by trusted health organisations, (✓) which could allow them to read balanced content in their own time/language, (✓) and that may help them feel more confident making decisions that align with their beliefs. (✓)**
- **join support groups where trained facilitators discuss reproductive health, (✓) which could expose them to different perspectives/reduce feelings of isolation, (✓) and that may help them reflect more deeply on what matters most to them. (✓)**
- **seek out informational pamphlets distributed through schools/clinics, (✓) which could offer factual summaries in a clear/easy-to-understand format, (✓) and that may help them weigh the risks/options more carefully in line with their values. (✓)**
- **ask for information from social workers/community leaders they trust, (✓) which could provide them with guidance in a culturally respectful way, (✓) and that may help them feel supported in making decisions that match their moral/religious views. (✓)**
- **attend government-funded awareness programmes/health days, (✓) which could give them access to reliable judgment-free education, (✓) and that may help them avoid harmful myths/make choices they feel comfortable with. (✓)**

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]

TOTAL SECTION B: 40

SECTION C

QUESTION 4

Define the term '*rule of law'* and provide THREE ways in which local government adheres to the rule of law when services are rendered to communities. (1+3) (4)

Marks should be awarded as follows:
ONE (✓) mark for the correct definition

The rule of law is …

- **a democratic principle that ensures that all people/ institutions are subject to the same law, without exception.** (✓)
- **the concept/value that only the law should govern society, rather than arbitrary decisions of individuals or groups in power.** (✓)
- **a fundamental principle of democratic governance, ensuring that the rights and freedoms of citizens are protected / that the government acts within its legal authority.** (✓)

Any ONE of the above for ONE mark

AND

Marks should be awarded as follows:
ONE (✓) mark for a well explained response.

The local government…

- **creates a favourable environment in which all residents are treated with respect.** (✓)
- **ensures that only one law is applied when services are provided.** (✓)
- **respects the right of citizens to take it to court when the required services are not rendered.** (✓)
- **is responsible for the legal enforcement of a wide range of laws and regulations/ zoning laws/ building codes/ health and safety regulations, to ensure that all members of the community are held to the same standards.** (✓)
- **provides legal aid services to those who cannot afford representation,**
- **ensures that individuals are not subject to unfair discrimination/ arbitrary treatment.** (✓)
- **protect community members' rights to privacy/ freedom speech**
- **is responsible for fair implementation of court orders including those related to civil rights/ criminal justice/ environmental protection.** (✓)

- **works closely with law enforcement agencies to ensure that all citizens benefit from public safety regulations/ protect the community from crime.** (✓)
- **provides funding to law enforcement/ community watch groups.** (✓)
- **is transparent in their decision-making processes/ accountable to the public about their decisions in implementing the law.** (✓)

Any THREE of the above for ONE mark each

Analyse ways in which traditional social norms surrounding the responsibilities of different genders could lead to power imbalance. (2x4) (8)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well explained response

Possible answers could include:

- **Traditional gender roles can limit women's access to resources** (✓) **as they are expected to stay home while the men in the family provide for them** (✓) **which could make them dependent on men for their livelihood** (✓) **and in doing so, they may have limited control/ power over their lives.** (✓)
- **Gender norms can discourage women from pursuing certain careers/ activities,** (✓) **as society might deem these careers to be too physically demanding/ not in their sphere of interests/ too aggressive for women** (✓) **thus limiting their opportunities for personal/ professional development** (✓) **which can lead to a situation where men are given greater access to resources/ opportunities/ positions of power within the workforce.** (✓)
- **Women are often expected to be primary caregivers for children/ elderly family members/ the sick** (✓) **because of the gendered expectations around caregiving** (✓) **which can lead to a situation where women have limited time/ resources to pursue personal and professional goals** (✓) **and in doing so, they may be relegated to lower-paying/ less prestigious jobs where they have little power to change gendered expectations.** (✓)
- **Gendered expectations around physical appearance can cause some people to attempt to/ be expected to conform to unrealistic beauty standards**(✓) **as they society has created very specific rules on how genders should look,** (✓)**which can lead to a situation where certain genders face discrimination / harassment based on their appearance/ because they don't meet the gendered expectations of how they 'should' look** (✓)**and in doing so, these genders are objectified/ harassed until**

they feel they don't have the power to stand up to the social status that allows for such treatment. (✓)

- **Stereotypical gender roles in relationships may define men as dominant and women as submissive in romantic relationships** (✓) **which could be enforced by one's family/ within the relationship** (✓) **thus leading to a situation where women have limited agency/ decision-making power in their relationships** (✓) **meaning that women may face gender-based violence / abuse in relationships with limited / support from society.** (✓)
- **Gendered norms around emotions could mean men are often expected to suppress their emotions** (✓) **as it is considered a weakness if they cry/ become upset,** (✓) **which can lead to a situation where men have limited access to emotional support/ resources** (✓)**and in doing so, men may feel powerless when they face mental health challenges/ social isolation because of their feelings.** (✓)
- **Women are often encouraged to be nurturing/ empathetic**(✓) **to the point where they are always expected to put themselves second/ last**(✓) **which could mean that they feel obligated to provide emotional support to those around them without help/ recognition**(✓) **leadings women to face emotional burnout and exhaustion.** (✓)
- **Gendered expectations around communication could suggest that women are expected to be passive / deferential when communicating with men** (✓) **as it is seen as a sign of disrespect to disagree/ be assertive with a man**(✓) **which could lead to a situation where women's voices and ideas are silenced / ignored**(✓) **and in doing so, they have little control over what happens in their lives/ the running of the country/ social issues.** (✓)
- **Gendered norms around sexuality could mean that women are often judged harshly for their sexual behaviour** (✓) **as they are expected to remain pure/ chaste** (✓) **which leads to a situation where women are shamed/ face criticism/ are harmed for expressing their sexuality** (✓) **meaning that women may feel that they can't express their needs in sexual relationships/ allow men to dictate their sexuality/ how they will enact their sexuality.** (✓)
- **Those who don't conform to social norms surroundings sexuality are often shunned by society**(✓) **as people may see them as breaking out of their assigned gender roles within their sexual representation** (✓) **which could cause those who are non-binary/ transgender/ prefer not to identify to fear ill-treatment/ harassment/ aggression/ corrective rape** (✓)**and in doing so, they don't feel safe enough to assert their power/ voice their needs within society.** (✓)

Any TWO of the above for FOUR marks each. ***(2x4) (8)***

(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 the rule of law could be used to protect those who experience unequal power relations. (2x4) (8)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well explained response

It could be used to …

- **ensure that everyone is subject to the same legal framework** (✓) **regardless of their social status or position of power in society** (✓) **which could help to prevent abuses of power by those who hold positions of authority/ guarantees equal protection under the law for all individuals** (✓) **and in doing so, individuals are less likely to experience unfair treatment/ discrimination based on their power relations with others.** (✓)
- **provide mechanisms for legal redress/ dispute resolution** (✓) **that will be easily accessible to everyone in the community even if they can't afford it**(✓) **which could mean that individuals who experience unequal power relations can seek legal recourse if they feel that their rights have been violated** (✓)**and in doing so, individuals are empowered to challenge/ hold accountable those who may otherwise abuse their power.** (✓)
- **establish clear and consistent legal standards that apply to all individuals equally** (✓) **and this would be communicated clearly to everyone in the community/ country** (✓) **which could help prevent arbitrary/ discriminatory treatment by those in positions of power,** (✓) **and in doing so, individuals are protected from abuses of power that may otherwise occur.** (✓)
- **promote transparency/ accountability in government institutions/ public officials** (✓) **as everyone is aware that they are unable to use positions within government to break the law,** (✓) **which ensures that those who hold positions of power are held accountable for their actions/ the public has access to information about how decisions are made** (✓) **meaning that individuals are better able to monitor/ challenge decisions that may be influenced by unequal power relations.** (✓)
- **provide protections for freedom of speech/ assembly/ association** (✓) **as everyone's rights are enshrined in the rule of law,** (✓)**which could ensure that individuals are able to voice their opinions / express their views, even if they are in opposition to those in positions of power** (✓) **meaning that individuals are empowered to challenge power relations that may otherwise go unchallenged.** (✓)

- **ensure that individuals have access to a fair /impartial judicial system** (✓) **as it will be free from undue influence or interference under the rule of law,** (✓)**which could prevent the abuse of power by those who may attempt to manipulate the legal system for their own gain** (✓) **and in doing so, individuals are able to seek justice/ hold accountable those who may have otherwise been able to escape punishment.** (✓)
- **provide protections for fundamental human rights/ the right to life / liberty/ security of the person** (✓) **and so individuals are protected from abuses of power that may otherwise threaten their basic human** (✓)**which means that individuals are able to live their lives free from fear and coercion** (✓)**and in doing so, they are better able to participate in society on an equal footing with others.** (✓)

Any TWO of the above for FOUR marks each. ***(2x4) (8)***
(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]

QUESTION 5

Define the term *pollution* and give THREE negative consequences pollution from sports events can have on our environment. (1+3) (4)

Marks should be awarded as follows:
ONE (✓) mark for a correct definition

Pollution is …

- **the introduction / presence of harmful contaminants into the natural environment. *(✓)***
- **an act of causing adverse effects on living organisms and environment. (✓)**
- **the process of making the environment unsafe or unsuitable for human. *(✓)***
- **negatively impacting the quality of animal/plant life by dumping/littering of harmful substances, such as chemicals, gases, or waste materials in to the environment. (✓)**
- **contamination of any aspect of the environment. *(✓)***
- **the unwanted behaviour that may cause harm to human health/wildlife/ or the environment. (✓)**

AND

Marks should be awarded as follows:
ONE (✓) mark for a well explained response.

Sports events can lead to…

- **large numbers of people traveling to and from sports events can contribute to increased air pollution/ emissions from their cars/ buses/ vehicles. (✓)**
- **large amounts of waste/packaging/ plastic bottles/ litter. (✓)**
- **contamination of any bodies of water near the sports facility from litter.(✓)**
- **construction /maintenance of sports venues can contribute to land pollution/ soil erosion/ the destruction of natural habitats. (✓)**
- **significant amounts of energy being used for lighting/ heating/ cooling. (✓)**
- **the increased production and use of plastic-based products/ banners/ flags/ promotional items. (✓)**
- **use of pesticides/ fertilizers/ chemicals on sports fields (✓)**

Any THREE of the above for ONE mark each

Analyse the impact that littering by spectators at a sports match could have on the performance of the players. (2x4) (8)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well explained response

The litter could…

- **create a distraction for the players (✓) as they will have to constantly be aware of where it is so they don't slip, (✓)which can negatively impact their focus and concentration on the game (✓) resulting in them missing possible opportunities to score/ pass/ make a specific play. (✓)**
- **affect the players' footing (✓) as it would create an uneven playing surface, (✓) making it difficult for them to run/ jump/ change direction quickly, (✓) leading to a decline in their skills level/ ability to move in the way they usually would. (✓)**
- **obstruct the players' view of the playing field/ lines (✓) as it could be a similar colour, (✓) making it difficult for them to locate where the ball / they should be, (✓)leading to errors/ offsides that they wouldn't usually make. (✓)**
- **cause players to slip/ trip on the debris (✓) if they aren't able to see it/ step on it, (✓)potentially causing them to fall/ injure themselves (✓)and in doing so, they may be unable to give the game their all for the rest of the match/ may have to sit out. (✓)**

- **show the spectators' utter lack of respect for the sport/ the game(✓) as they could not be bothered to dispose of their trash in a more responsible manner, (✓) which could create a negative atmosphere in the sports arena(✓) leading the players to become too frustrated to play well/ fall into a negative mindset. (✓)**
- **make the players feel that their fans are insulting them (✓)due to a perceived misstep in their performance, (✓) which could cause them to lose motivation/ faith in their abilities (✓) and as a result, they may lose the emotional energy to play at their best/ give up. (✓)**
- **cause the organisers to need to stop(✓) so that they can remove litter, (✓)which can disrupt the flow of play, (✓) breaking the players' rhythm/ tire them out over the extended period of time. (✓)**
- **create a negative image of the sport and its fans (✓)as many people will assume that this is how all sports matches are, (✓) which can ultimately affect the popularity /success/ perception of the sport, (✓)leading players to lose respect for the game/ not give their best on the field. (✓)**

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.(✓))

Evaluate the impact sports players participating in community service projects that address pollution could have on the nation. (2x4) (8)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well explained response

It could…

- **raise awareness about environmental issues/ encourage others to take action against environmental issues, (✓) potentially leading to positive changes in the public's attitude towards environmental policy / practice; however, if sports players are perceived as only engaging in community service projects for publicity / to improve their public image, (✓) this could be viewed as insincere or inauthentic/ undermine the positive impact of their actions. (✓)**
- **help them to easily reach out to young people who idolise them as role models / inspire the youth to become more environmentally conscious (✓) which could potentially create a generation that stands together as environmentally responsible citizens; (✓) however, if sports players do not fully understand the issues they are addressing, (✓)they could provide misleading / inaccurate information, potentially leading to confusion / incorrect actions being taken by others. (✓)**
- **inspire other community members to join hands in order to reduce the rates of pollution plaguing the country (✓) which could broaden the participation rate towards meeting the objectives of this undertaking (✓)however, if sports players only focus on high-profile community service projects / neglect to address the root causes of pollution (✓)then**

communities may become disillusioned with their limited impact in creating sustainable solutions to environmental issues. (✓)

- **demonstrate that sports organizations /athletes are committed to making a positive impact on society (✓) which could cause the country to be proud of their sports players/ get behind their team, (✓) however, if sports players engage in community service projects that address pollution in a superficial way (✓) then the public could become angry over what they view as a PR exercise rather than a genuine effort. (✓)**
- **build stronger connections between the sports industry and local communities, (✓) creating opportunities for collaboration/ mutual support, (✓) however, if sports players only participate in community service projects that align with their personal interests/ values, (✓) this could lead to a narrow focus on specific environmental issues. (✓)**
- **demonstrate that everyone has a role to play in protecting the environment / creating a sustainable future (✓) which can encourage the rest of the nation to come together to do the same, (✓) however, sports players could become inconsistent in their efforts(✓) which could lead the nation to be sporadic in their support of such issues as well. (✓)**

Any TWO of the above for FOUR marks each.
(i.e. To be awarded the full FOUR marks for an <u>EVALUATION</u> question: candidates must give the first a statement, (✓) and qualify it (✓). Additionally, the learner should give another statement (✓) and qualify that statement. (✓))

[20]

QUESTION 6

Write paragraphs on **competencies and abilities that will help secure a job**.

Use the following as a guideline:

- State FOUR reasons why a company may choose not to publicly advertise a job. (4 x 1) (4)

Marks should be awarded as follows:
ONE (✓) mark for a well-explained response.

It could…

- **already have someone in mind for the position. (✓)**
- **prefer to promote an existing employee. (✓)**
- **want to save money on advertising costs. (✓)**
- **use internal referrals instead of public adverts. (✓)**
- **fill the job through a recruitment agency. (✓)**
- **not want to attract too many applicants. (✓)**

- **aim to keep the hiring process private. (✓)**
- **believe the role is too specialised for open advertisements. (✓)**
- **have received applications from a previous post. (✓)**
- **want to avoid drawing attention to staff changes. (✓)**

Any FOUR of the above for ONE mark each

- Analyse how an increasing reliance on the hidden job market advertisement could put younger job seekers at a disadvantage.

(2 x 4) (8)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well-explained response.

It could…

- **reduce awareness of available positions (✓) as many roles are shared privately rather than advertised, (✓) which could prevent young applicants from even knowing where opportunities exist, (✓) and that may leave them without access to meaningful career pathways. (✓)**
- **limit access due to weaker social connections (✓) as younger applicants have had less time to build strong professional networks, (✓) which could prevent them from being recommended for roles, (✓) and that may keep them excluded from valuable openings. (✓)**
- **place more weight on referrals rather than merit (✓) as employers may prioritise candidates suggested by trusted contacts, (✓) which could sideline qualified young people without established contacts, (✓) and that may reduce their chances of progressing in their chosen field. (✓)**
- **give preference to those with insider knowledge (✓) as information about roles may circulate only among certain groups, (✓) which could leave younger applicants uninformed about how to access them, (✓) and that may cause ongoing difficulty in securing work. (✓)**
- **lead to greater reliance on informal networks (✓) as employers may fill vacancies through word of mouth, (✓) which could exclude individuals who are still new to the workplace, (✓) and that may slow their entry into stable employment. (✓)**
- **create feelings of unfairness in the recruitment process (✓) as young people may see roles filled without transparency, (✓) which could undermine their trust in employment systems, (✓) and that may discourage them from actively pursuing future applications. (✓)**
- **reduce opportunities to develop early career experience (✓) as they may miss out on entry-level positions not publicly listed, (✓) which could delay the building of workplace skills, (✓) and that may make it harder for them to advance later on. (✓)**

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 how adolescents can start preparing to secure unadvertised positions in the future.

(2 x 4) (8)

Marks should be awarded as follows:
FOUR (✓✓✓✓) marks for a well-explained response.

They may…

- **build strong personal networks early (✓) by connecting with mentors/teachers/community members, (✓) which could give them access to information others may not have, (✓) and that may create opportunities for future roles. (✓)**
- **develop communication/relationship skills (✓) through school projects/volunteering/clubs, (✓) which could make it easier to form trust with potential employers, (✓) and that may increase chances of being recommended for opportunities.**
- **gain practical experience while studying (✓) by pursuing internships/part-time jobs/job-shadowing, (✓) which could demonstrate initiative to future recruiters, (✓) and that may lead to them being actively approached for work. (✓)**
- **maintain an active online professional presence (✓) by creating a profile on career platforms or showcasing skills digitally, (✓) which could help them be noticed by employers who recruit quietly, (✓) and that may attract direct offers. (✓)**
- **participate in community/social initiatives (✓) by volunteering in local organisations, (✓) which could expand their circle of contacts, (✓) and that may bring insider information on future openings. (✓)**
- **practice adaptability/resilience (✓) by learning to handle rejection/setbacks, (✓) which could strengthen their ability to persist in informal job searches, (✓) and that may keep them motivated until they find success. (✓)**
- **focus on lifelong learning (✓) by consistently upgrading skills through courses/workshops, (✓) which could make them attractive to employers even without formal advertisements, (✓) and that may open doors to hidden opportunities. (✓)**
- **seek guidance from career services/alumni networks (✓) by asking for advice/mentorship, (✓) which could provide insight into less visible hiring practices (✓) and that may help them prepare for early career breaks. (✓)**

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]

TOTAL SECTION C: 40

[TOTAL (100 MARKS) = 20 + 40 + 40]

EDUCATOR MARKING GRID INDICATING COGNITIVE LEVELS AND MARK ALLOCATION:

QUESTION NUMBER	ACTION VERB	COGNITIVE LEVEL			MARK ALLOCATION
		L1	L2	L3	
QUESTION 1					
1.1	Multiple choice	5			5
1.2	One word	5			5
1.3					
1.3.1	What	2			2
1.3.2	Explain		2		2
1.4					
1.4.1	Discuss		2		2
1.4.2	Discuss		2		2
1.4.3	Suggest			2	2
QUESTION 2					
2.1	Define/ Mention	2			2
2.2	Mention	2			2
2.3	Provide	2			2
2.4	Explain		4		4
2.5	Discuss		4		4
2.6	Suggest			6	6
QUESTION 3					
3.1	Define	2			2
3.2	Why	2			2
3.3	Explain		4		2
3.4	Discuss		6		4
3.5	Propose			6	4
QUESTION 4					
•	State	4			4
•	Analyse		8		8
•	Evaluate			8	8
QUESTION 5					
•	State	4			4
•	Analyse why		8		8
•	Critically discuss			8	8
QUESTION 6					
•	State	4			4
•	Analyse		8		8
•	Critically discuss			8	8
TOTAL WEIGHTINGS	30/100	30/100	40/100	30/100	100