

# Hillcrest High School

Grade 11

## LIFE ORIENTATION

JUNE 2023

**MARKS:** 90

**EXAMINER:** Mr. B. White

**TIME:** 2 Hours

**MODERATOR:** Mrs. S. Kowlesur

**NAME:** \_\_\_\_\_

**LO TEACHER:** \_\_\_\_\_

<b>INSTRUCTIONS TO CANDIDATES</b>
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1. Answer ALL questions on the question paper
2. Write your name and the name of your teacher at the top, in the space provided.
3. Write clearly and legibly.
4. Check the mark allocation and answer questions accordingly.

<b>MARKING GRID: To be completed by marker and moderator</b>				
<b>Question</b>	<b>Total</b>	<b>Mark</b>	<b>Mod</b>	<b>Date &amp; Initial</b>
<b>1</b>	<b>5</b>			
<b>2</b>	<b>5</b>			
<b>3</b>	<b>5</b>			
<b>4</b>	<b>5</b>			
<b>5</b>	<b>20</b>			
<b>6</b>	<b>20</b>			
<b>7.1</b>	<b>15</b>			
<b>7.2</b>	<b>15</b>			
<b>7.3</b>	<b>15</b>			
<b>TOTAL</b>	<b>90</b>			

# Section A – 20 marks

## Question 1.

Four possible answers are given for each of the following questions. Choose the correct answer and write the letter in the grid below.

### Question 1

1.1.1 To qualify for a student loan, student applicants must have:

- A. Family member's bank records showing they cannot afford the fees.
- B. Someone who will stand security while they study.
- C. Proof of a job opportunity for when they have finished their studies.
- D. A reliable part-time job to help them pay off their debt while studying.

1.1.2 Which of the following is true about SETAs?

- A. SETA stands for the Salary and Equity Teaching Association.
- B. SETAs will provide you with training whilst you work part time.
- C. SETAs place little focus on skills development and focus on theory.
- D. SETAs are hired by high schools to help school leavers find jobs.

1.1.3 The purpose of the admission points score is to ...

- A. ensure learners meet the academic requirements of their course.
- B. create a division between university candidates and their lecturers.
- C. help TVET colleges assess practical skill sets before learners apply.
- D. allow the most deserving learners a second opportunity to study.

1.1.4 Which of the following is true about bursaries?

- A. Bursaries only need to be paid back if the students find a job with the bursars.
- B. Students are expected to pay back the bursary's interest while they study.
- C. School leavers who are financially needy are the only people who qualify.
- D. Companies that offer bursaries may expect students to work for their company.

1.1.5. Which of the following is a bursary provider?

- A. NBTs
- B. NQF
- C. NSFAS
- D. APS

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Fill in your answers for Question 1 in the blocks below				
1.1	1.2	1.3	1.4	1.5

## **Question 2**

State whether the following statements are **true or false**. Fill your answers in the grid below. Simply write “T” or “F”:

- 2.1 A SMART goal should be measurable so that it helps you keep track of your progress and make adjustments.
- 2.2 A Petition is a verbal document that people agree to, to show that they want a person or organisation to do or change something.
- 2.3 For a change to happen in the Constitution a majority vote of two thirds in Parliament is required.
- 2.4 One of the requirements for passing Grade 12 is that a learner must achieve at least 40% for their home language.
- 2.5 All applicants to tertiary institutions need to write the National Benchmark Tests (NBTs).

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<b>Fill in your answers for Question 2 in the blocks below</b>				
<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>

## **Question 3**

Match column A with column B. Write only the question number and corresponding letter in the block below.

	<b><u>Column A</u></b>		<b><u>Column B</u></b>
3.1	Legislature	A	Open, not hiding anything, clear and easy to understand.
3.2	Accountable	B	A person or group that speaks or acts for or in support of another person or group.
3.3	Advocacy	C	Being held responsible; explaining actions or decisions.
3.4	Rule of law	D	All citizens of a country have to follow its laws, no matter how powerful the people are.
3.5	Representation	E	Involves speaking in favour of, or supporting a course of action.
		F	A group of people with the power to make or change laws.

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<b>Fill in your answers for Question 3 in the blocks below</b>				
<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.5</b>

**Question 4**

**Give a definition for the following, using full sentences:**

4.1 Assessment

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4.2 Evaluation

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4.3 A Diploma Pass

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4.4 Apprenticeship

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4.5 Reforestation

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## Section B – 40 marks

### Question 5

Read the following case study and answer the questions that follow.

#### **Rescue Operations Underway for Three People Missing in Gauteng Floods – An Environmental Issue.**

Several parts of Gauteng, including Mamelodi, Centurion and Midstream have flooded after heavy downpours overnight. Emergency officials managed to rescue four people stranded in a car floating down the flooded Old Pretoria Road.

Elsewhere, citizens and authorities are on high alert in several parts of Tshwane. In Mamelodi, rescue operations in the Eerste Fabriek Informal Settlement proved to be a challenge – 60 homes were identified as being in imminent danger.

Some residents took measures to protect themselves after raging waters entered their homes when the Pienaarsrivier burst its banks. Mabaso said some people behaved irresponsibly putting themselves and other's lives at risk. Authorities were on standby as community leaders engaged disgruntled residents.

[Adapted from <https://www.iol.co.za> Accessed on 29 January 2022]

- 5.1 Define the term '*environmental issue*' and mention TWO irresponsible behaviours which citizens should try to avoid during floods. (1+2)(3)

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5.2 Provide THREE negative effects of living in close proximity to a river that gets flooded easily.  
(3x1)(3)

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5.3 Describe TWO protective measures South African citizens could consider implementing to keep themselves safe during a flood.  
(2x2)(4)

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5.4 Explain TWO ways in which the flooding could harm the environment next to where it occurs.  
(2x2)(4)

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- 5.5 Suggest THREE ways how the government could ensure that the population is aware of evacuation measures that need to be implemented during a flood. (3x2)(6)

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### **Question 6**

**Read the following case-study and answer the questions the follow.**

#### **What happens if I do not write the National Benchmark Test (NBTs) in the time period?**

Like many grade 12 learners, Yeshe has a lot on his plate. He must work extremely hard to meet the pass requirements. He also wants to attend his cricket practices so that he could get into university on a sports scholarship.

In the rush of his matric year, Yeshe completely forgets to register for his NBTs.

The only available dates would be after his results are due for the course that he wants to apply for. He writes the university an email and receives the following response:

“ The Faculty will not accept results which have been written outside the required times where there has been no reason provided for doing this. The Faculty cannot guarantee that positive decisions can be made if the National Benchmark Test results are received late.”

Yeshe is heart broken and wishes that he had prioritised writing his NBTs sooner.

*[Adapted from: <https://universityofthewitwatersrand.zendesk.com> Accessed on 15 February 2022]*

6.1 Give a definition for the term '*National Benchmark Tests*' and state the TWO tests that form part of the National Benchmark Tests. (2+2)(4)

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6.2 Explain TWO benefits that matric learners may attain if they wrote their NBT earlier. (2x2)(4)

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6.3 Discuss THREE strategies that learners can use to adequately prepare themselves to write their NBTs. (3x2)(6)

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6.4 Suggest TWO ways in which matric learners could prioritise writing their NBTs during their matric year. In your answer, also indicate how EACH suggestion could result in a decreased likelihood of them missing their NBT deadlines. (2x3)(6)

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## Section C – 30 marks

### Question 7

#### Essay questions

Choose **two** of the following questions only and answer them fully.

7.1 Study the following article and answer the questions that follow.

#### **Tens of Millions of Farmed Animals Dying Due to Loadshedding in South Africa**

By **SAPeople Contributor**

Jan 24, 2023



Tens of millions of chickens, pigs, cows and fish are suffering in South Africa due to intermittent power outages, or load shedding, warns animal protection organization, Humane Society International/Africa. Local load shedding is being increased to level six, with rollouts of up to four and a half hours occurring continuously, vastly increasing the risk of huge numbers of animals enduring overheating, stress, illness and painful deaths due to the lack of electricity-dependent ventilation, lighting and temperature control. HSI/Africa urges the government, producers, and the general public to take account of these animals suffering and act to improve their welfare.


Write paragraphs on inhumane farming practices in South Africa.

Use the following as a guideline:

- Define the term '*inhumane farming practices*' and name ONE reason why inhumane farming practices have occurred in South Africa's farming industry. (1+1)(2)
- Discuss TWO ways consumers of the animals, listed in the article, will feel the affects of what is happening to them. (2x2)(4)
- Recommend THREE ways that the South African citizens can decrease inhumane farming practices. In your answers, indicate how EACH recommendation could make farms more likely to employ more humane farming practices. (3x3)(9)

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7.2 Study the image below and answer the questions that follow.



**Matric College**  
It is Not Too Late

**Passed Matric?  
Where to Now?**

Study further. There are many courses you can study like ICB and NATED courses.

[www.matric.co.za](http://www.matric.co.za)

[Accessed from: <https://www.matric.co.za> Accessed on 05 February 2022]

Use the following as a guideline.

- Define the term '*higher education*' and provide TWO reasons why grade 11s should start researching admission requirements for their chosen higher education course as early as possible. (1+2) (3)
- Analyse why it is important for grade 11s to maintain good marks if they want to pursue tertiary education. (2x3) (6)
- Evaluate additional options available to matriculants who do not wish to study straight out of school. (2x3) (6)

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7.3 Study the extract below and answer the questions that follow.

## **Representative Council of Learners (RCL) Message Fellow Learners During Global Crisis**

“Stay at home and make use of available resources to continue learning.” This is the message from the Provincial Representative Council of Learners (RCL) Forum’s executive committee to fellow learners during lockdown. The RCL created a series of videos during the hard lockdown of 2020 to remind their peers that the restrictions imposed by authorities to curb the spread of the Covid-19 virus should not limit their determination and drive to get a good education. Allesio Marcus, RCL Forum Chairperson, urged learners to remain in their homes and educate themselves by supporting each other and exercising self-discipline.

Stacey Langley, a Grade 10 learner at Weston High School in Vredenburg and the RCL Forum’s Vice Secretary, said she initially felt a bit stressed and worried about missing out on schoolwork but was relieved to see that resources were made available to learners to do self-study. Her advice to learners was to stay calm, join study groups and make use of the learning resources on the Western Cape Education Department’s ePortal, social media and on the internet.

[Adapted from <https://wcedonline.westerncape.gov.za> Accessed on April 2021]

Write paragraphs on RCL and public participation.

Use the following as a guideline.

- Define the term ‘*Representative Council of Learners*’ and state ONE function of this body. (1+1)(2)
- Explain TWO reasons why public participation in civil society is important when a country is going through a nation-wide crisis. (2x2)(4)
- Recommend THREE ways how the RCL could encourage public participation amongst learners. In your answers, indicate how EACH recommendation could lead to more learners actively participating in the running of the school. (3x3)(9)

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Grade 11 June Examination Memorandum

Question 1:

Fill in your answers for Question 1 in the blocks below				
1.1	1.2	1.3	1.4	1.5
B	B	A	D	C

Question 2:

Fill in your answers for Question 2 in the blocks below				
2.1	2.2	2.3	2.4	2.5
T	F	T	T	F

Question 3:

Fill in your answers for Question 3 in the blocks below				
3.1	3.2	3.3	3.4	3.5
F	C	E	D	B

**Question 4**

Give a definition for the following:

- 4.1. Assessment: A Process of identifying, gathering and interpreting information about your achievement in order to assist your development and improve your learning and teaching.
- 4.2. Evaluation: The process whereby information obtained through assessment is interpreted.
- 4.3. A Diploma Pass: A type of pass that requires 1 official (home language at 40% or more, 3 other subjects at 40% or more, 2 other subjects at 30% or more. Also accept – This pass enables them to apply to study at a University of Technology and certain courses at University.
- 4.4 Apprenticeship: A practical and theoretical training system usually used for certain trades.
- 4.5. Reforestation: Replanting trees in order to reclaim green areas /5

**Question 5**

- 5.1 Define the term '*environmental issue*' and mention TWO irresponsible behaviours which citizens should try to avoid during floods. (1+2)(3)

**Marks should be awarded as follows:**

ONE (✓) mark for the correct definition

**An environmental issue could be any of the following:**

- Any human activity that seeks to damage/destroy the natural form of the environment in unsustainable manner. (✓)
- Human act of dumping/littering/spilling of poisonous substances etc. which severely damages the natural environment. (✓)
- Harmful effects of human activity on the biophysical environment. (✓)
- This is what happens when human beings with their tendencies damage the Earth's natural systems. (✓)
- The speeding up of natural regulation systems such as global warming as a result of irresponsible producer and consumer practices. (✓)

*Any ONE of the above for ONE mark.*

**AND**

**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

**Citizens should try to avoid ...**

- disobeying rescue officials and authorities. (✓)
- spreading panic. (✓)
- travelling by car/ bicycle/ foot through rising water (✓)
- continuing with outdoor activities as normal (✓)
- touching electrical equipment (✓)
- gathering near rivers/ streams/ open bodies of water. (✓)

*Any TWO of the above for ONE mark each.*

5.2 Provide THREE negative effects of living in close proximity to a river that gets flooded easily.  
(3x1)(3)

**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

**It could lead to ...**

- drowning (✓)
- injuries cause by debris. (✓)
- hypothermia (✓)
- animal bites from species living in the water. (✓)
- infection on open wounds. (✓)
- poor mental health due to trauma. (✓)
- starvation. (✓)
- disability. (✓)
- lung disease. (✓)

*Any THREE of the above for ONE mark each.*

**(3x1) (3)**

5.3 Describe TWO protective measures South African citizens could consider implementing to keep themselves safe during a flood. (2x2)(4)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Citizens could ...**

- leave the immediate and surrounding areas (✓) so that they are less likely to get caught in the water. (✓)
- move to higher ground (✓) as water levels will hopefully not rise to that level. (✓)
- watch or listen for flood warnings in the local media channels (✓) so that they know when they need to evacuate/ or/ they know how to follow the predetermined evacuation plan. (✓)
- keep an emergency medical aid kit handy (✓) in case someone gets injured by flood debris. (✓)
- tie down or bring in outdoor furniture if there is no immediate danger (✓) so that it doesn't float away and get damaged/ hurt someone else. (✓)
- try to find something that is able to float that they can hold onto, if they find themselves swept into the water (✓), so that they can save their energy for longer. (✓)
- stay away from damaged building or roads (✓) as these may collapse at any moment. (✓)

*Any TWO of the above for TWO marks each (2x2) (4)*  
*(i.e. ONE mark for statement and ONE mark for qualifier / explanation)*

5.4 Explain TWO ways in which the flooding could harm the environment next to where it occurs. (2x2)(4)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Possible responses could include the following:**

- Animals will be caught in the flood (✓) which could lead to the animal populations of that area dying/ struggle to repopulate the area again. (✓).
- Plants which take a long time to grow may be wiped out completely (✓) which could lead to the area being inhospitable to certain animals while the plants regrow (✓).
- Nutrient rich topsoil can be washed away by the water (✓) which could make it difficult for certain plants to grow there for a while (✓).
- Water could become contaminated as it flows (✓) which could pollute any drinking-water sources that the flood water may run in to (✓).
- Silt and sediment can be picked up by the flood water and carried to farmlands (✓) where it may damage or destroy crops. (✓)
- Plants that survive the initial flood may become waterlogged and die of rot (✓) which could destroy habitats / vegetation. (✓)

- Trees that remain standing after the flood may appear sturdy but be rotten inside /or/ their root systems aren't sturdy (✓), meaning that they could later fall and cause harm. (✓)

**Any TWO of the above for TWO marks each** (2x2) (4)  
*(i.e. ONE mark for statement and ONE mark for qualifier / explanation)*

- 5.5 Suggest THREE ways how the government could ensure that the population is aware of evacuation measures that need to be implemented during a flood. (3x2)(6)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

The government could ...

- incorporate flood warnings in adverts/ in media stories about floods (✓) which educates the public when they are likely to be listening. (✓)
- ask famous celebrities to be featured in campaigns (✓) to encourage awareness through the words or actions of these celebrities. (✓)
- create posters/ written documents such as pamphlets to give instructions/ information (✓) in order to educate the public on specific flood safety procedures and expectations. (✓)
- News companies could report on and show approval of those who demonstrate good knowledge of floods and their dangers (✓) so that the public can see that this is an important issue and knowing about the dangers is a valuable skill set / applauded in South Africa (✓)
- Social media could be used to hold discussions on the dangers of floods (✓) so that the public feels involved and would be more likely to listen and understand. (✓)

**Any THREE of the above for TWO marks each** (3x2) (6)  
*(i.e. ONE mark for statement and ONE mark for qualifier / explanation)*  
 [20]

**Question 6**

- 6.1 Give a definition for the term 'National Benchmark Tests' and state the TWO tests that form part of the National Benchmark Tests. (2+2)(4)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a correct definition.

**National Benchmark Test is a test ...**

- formulated to assess prospective student's academic literacy, and mathematical skills required in certain university programs. (✓✓)
- administered to prospective students in order to determine their basic language and mathematical competencies matching the standard required in the program of their interests. (✓✓)
- school leavers must take to measure academic readiness for university (✓✓),
- meant to measure a writer's ability to respond to and cope with the entry-level academic literacy, and mathematics demands they will face in their university studies. (✓✓)

*Any ONE of the above for TWO marks.*

**AND**

**Marks should be awarded as follows:**

The two pieces of tests that form part of the NBT are ...

- academic literacy & quantitative literacy – also accept English (✓)
- Mathematics

Consider the above TWO tests and put a tick to each  
(2x1) (2)

6.2 Explain TWO benefits that matric learners may attain if they wrote their NBT earlier. (2x2)(4)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Possible answers could include:**

- Receiving good results early on the NBT could give school leavers an advantage (✓) if they are in competition for scarce places in selective programmes. (✓)
- Many bursary awarders use the NBT results to help them make their decisions (✓) and these bursaries often have early closing dates. (✓)
- Help school leavers have a good understanding of academic standards early on in their matric year (✓) so that they can spend the rest of the year mentally preparing for the demands of university and filling in any gaps that they may have. (✓)
- School leavers can get the NBT out of the way at the beginning of the year (✓) so that they have more time to focus on the rest of the demands of matric. (✓)

- If the results are not what the school leaver needs to get into their desired course (✓) they have the option to rewrite before the closing date. (✓)
- NBT dates in the area may be booked fast toward the end of the year (✓), so writing early means that school leavers don't face not getting a spot/ having to write at a faraway venue in order to get a spot. (✓)
- If they don't, they may find themselves in a situation where there are only a few dates left (✓) and they can't make any of them due to previous commitments. (✓)
- Early NBT results will help institutions to design courses that build directly on the matric's level of learning at school (✓) and the lectures that they receive would be easier to understand/ could better bridge the gap between school and university. (✓)

**Any TWO of the above for TWO marks each** (2x2) (4)  
*(i.e. ONE mark for statement and ONE mark for qualifier / explanation)*

6.3 Discuss THREE strategies that learners can use to adequately prepare themselves to write their NBTs. (3x2)(6)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Learners could...**

- complete the practice questions the night before (✓) so that they know what to expect. (✓)
- familiarise themselves with content that they feel might be tested (✓) so that they have as much knowledge to draw from as possible. (✓)
- separate themselves from distractions the night before (✓) so that they are rested mentally for the exam the next day. (✓)
- do something they enjoy or find calming if they feel nervous (✓) as this could help them take their mind from their stress. (✓)
- speak to their loved ones about any concerns that they may have (✓) and get positive input/ advise/ support to help get them through the stress. (✓)
- prepare any stationery/ clothes that they need to take/ wear the night before (✓) so that they don't have to worry about getting things together last minute. (✓)
- read through any instructions that they have received one last time (✓) so that they are fully aware of procedures and don't make any simple errors. (✓)

**Any THREE of the above for TWO marks each** (3x2) (6)  
*(i.e. ONE mark for statement and ONE mark for qualifier / explanation)*

6.4 Suggest TWO ways in which matric learners could prioritise writing their NBTs during their matric year. In your answer, also indicate how EACH suggestion could result in a decreased likelihood of them missing their NBT deadlines. (2x3)(6)

**Marks should be awarded as follows:**

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

**Matric learners could...**

- schedule important NBT dates on their calendars (✓), so that they are constantly reminded about these dates (✓), meaning that they will be less likely to forget to book a test date. (✓)
- create a to do list (✓) which states all steps that they need to take to register and write their NBTs along with their other matric tasks (✓) meaning that they will have to find time for their NBTs amongst their other commitments. (✓)
- schedule the writing of the NBT as part of their normal studies (✓) as doing so would ensure that they stay alert/remember all the expected activities to be done in that time period (✓) and in this way, the NBT would have been adequately prepared for/would have been fresh in their minds. (✓)
- avoid committing yourself to too many other activities before they have written their NBTs/ around the time they would like to write their NBTs, (✓) instead feature NBT as part of the prioritised activities (✓) so that when the time for it to be written comes, already planning started prior and you remember most of the things needed for the test. (✓)
- speak to loved ones about NBT dates and times (✓) so that they can also remind them and hold them accountable (✓) meaning that matric learners will be unable to forget/feel more positive pressure to complete their NBTs. (✓)
- realise that writing their NBTs is an important part of reaching their academic goals (✓) and therefore they should commit to making it a priority (✓), and that will ensure their conviction to write is realisable (✓)

*Any TWO of the above for THREE marks each (2x3) (6)*  
*(i.e. ONE mark for statement and ONE mark for the qualifier and ONE mark for the outcome.)*

[20]

**Question 7.1**

Define the term '*inhumane farming practices*' and name ONE reasons why inhumane farming practices have occurred in South Africa's farming industry.  
(1+1)(2)

**Inhumane farming practices: procedures which are implemented in the rearing of farm animals where animals are treated as products instead of creatures, leading to horrible living conditions and mistreatment.✓**

**Any ONE of the below or any relevant answers for ONE mark each.**

**Reasons for inhumane farming practices:**

- **Farmers prioritise production over humane treatment. ✓**
- **Lack of education on how animals should be treated. ✓**
- **Farmers don't feel that they have the space or facilities to provide better conditions. ✓**
- **The industry is growing too fast/ there is a growing demand. ✓**
- **False belief that animals don't feel/ get hurt. ✓**
- **Greed for money. ✓**

Discuss TWO ways consumers of the animals, listed in the article, will feel the affects of what is happening to them.

(2x2)(4)

**Any TWO of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- **The cost of meat will increase ✓ this will lead to further suffering etc ✓**
- **More people will get sick ✓ as poor quality/diseased meat will still be sold ✓**
- **People will look for cheaper alternatives ✓ leading to a more unhealthy lifestyle ✓**
- **Allow for alternatives with relevance to question.**

Recommend THREE ways that the South African citizens can decrease inhumane farming practices. In your answers, indicate how EACH recommendation could make farms more likely to employ more humane farming practices.

(3x3)(9)

**Any THREE of the below or any relevant answers for THREE marks each.  
(i.e. ONE mark for statement, ONE mark for qualifier / explanation, ONE mark for outcome)**

- **South Africans could eat less meat, dairy and eggs ✓ which would lessen the demand for meat and the pressure on the industry ✓ This would mean that South African farmers would not feel as much pressure to produce enough meat and not feel so pressed for time that they must fatten animals faster or kill them faster. ✓**
- **They could ensure that they only purchase organic, free-range products ✓ which ensure that their animals are treated fairly ✓ This would take away money from farmers who are farming inhumanely and force them to change their stance. ✓**
- **They could protest inhumane farming practices ✓ which would show their dissatisfaction with the current practices and let farmers know that consumers are unhappy ✓ This would mean that farmers may change their ways for fear of losing customers. ✓**
- **Citizens could post about inhumane farming practices on their social media pages ✓ to spread awareness and bring more people to the cause ✓ This would mean that fewer consumers would support farms with inhumane farming practices. ✓**

- **Shop for all animal products at farmers markets✓ where citizens can support smaller farms that treat animals fairly ✓This will empower these smaller farms to over-take the inhumane bigger farms. ✓**

7.2 Define the term '*higher education*' and provide TWO reasons why grade 11s should start researching admission requirements for their chosen higher education course as early as possible. (1+2) (3)

**Marks should be awarded as follows:**

ONE (✓) mark for the correct definition

**Higher education is ...**

- **tertiary education leading towards attainment of an academic degree/diploma/higher education certificate etc. (✓)**
- **is a specialised kind of education offered by institutions that award qualifications of NQF 5 and above. (✓)**
- **tertiary education that could only be pursued after learners have passed their grade 12 in line with certain requirements. (✓)**
- **specialised skills related type education that could be pursued by learners who have passed NQF levels 1- 4, at an ordinary public or special school in the south African schooling system. (✓)**

***Any ONE of the above for ONE mark***

**AND**

**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

**Grade 11s ...**

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

***Any TWO of the above for ONE mark each***

- **Analyse why it is important for grade 11s to maintain good marks if they want to pursue tertiary education. (2x3) (6)**

**Marks should be awarded as follows:**

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

**Possible answers could include:**

- Tertiary institutions use these marks to decide whether applicants should get provisional acceptance for their course(s) (✓) so grade 11s must do well to give themselves the best chance of getting accepted (✓) meaning that if they don't meet their minimum requirements with their grade 11 report they may not get accepted into their chosen course. (✓)
- Sometimes, teachers may cover matric work in grade 11(✓), as there is too little time in matric to get through all the content, (✓) meaning that grade 11s would be better prepared when they reach matric and could get better marks as a result. (✓)
- Often, matric work builds on what is learnt at grade 11 (✓), so having a good knowledge of grade 11 content will give the learners a good foundation to build on when they reach matric (✓), making it easier for them to understand the work. (✓)
- Because the work in grade 11 is meant to prepare learners for the rigorous nature of grade 12 (✓), grade 11 could highlight certain gaps in a learner's knowledge (✓), so that they don't have to struggle as much in grade 12. (✓)
- By studying hard in grade 11 and putting in extra effort to improve (✓), learners demonstrate to teachers that they are responsible and capable of handling pressure, (✓) making them more inclined to offer them leadership opportunities such as prefectship (✓)
- Grade 11s would develop the habit of balancing schoolwork and social life (✓) so that they are better able to cope with the social and academic pressure of grade 12 (✓), making it less stressful for them (✓)

*Any TWO of the above for THREE marks each.*

*(2x3) (6)*

- Evaluate additional options available to matriculants who do not wish to study straight out of school. (2x3) (6)

**Marks should be awarded as follows:**

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

**Matriculants may decide that they would like to...**

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

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

**Any TWO of the above for THREE marks each.**

**(2x3) (6)**

7.3 Define the term 'Representative Council of Learners' and state ONE function of this body.  
(1+1)(1)

**Representative Council of Learners: a mandatory body, according to departmental requirements, and consists of fifteen learners who form a link between the learners and the staff of a school✓**

**Any ONE of the below or any relevant answers for ONE mark each.**

**The functions of the RCL**

- Represent the views of the learners. ✓
- Fight for and facilitate change within the school. ✓
- Bring specific learner centred issues to the attention of the staff✓.
- Are available to listen to learners who may be too scared to speak to staff.✓
- Fight for the rights of learners in the school. ✓
- Create a means of communication between learners and staff. ✓

Explain TWO reasons why public participation in civil society is important when a country is going through a nation-wide crisis.  
(2x2)(4)

**Any TWO of the below or any relevant answers for TWO marks each.  
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)**

- Public participation ensures that authorities and the government hears the difficulties faced by those in the country✓ so that they can make informed and targeted changes to help the citizens during this time of crisis.✓
- Public participation allows the government to receive and consider multiple perspectives✓ which would mean that their action plans are well-rounded and have addressed multiple issues/ potential problems that were brought to their attention. ✓

- Public participation allows for people to get involved and work together as a community✓ which can foster community growth and togetherness during times of difficulty✓.
- Public participation can give people power over what is happening to them✓ which can help people who are feeling useless and disempowered by the crisis gain self-esteem and heal because they feel that they are able to add value to something bigger than themselves. ✓
- Public participation allows projects to get completed faster and to a higher standard which can give citizens a sense of pride and accomplishment✓ as they see the outcomes of their labour and they know that they contributed towards helping the country get through this time of crisis. ✓
- High numbers of public participants can give authorities and government officials confidence to implement plans ✓because they see that the work is supported and valued by multiple people.✓

Recommend THREE ways how the RCL could encourage public participation amongst learners In your answers, indicate how EACH recommendation could lead to more learners actively participating in the running of the school.

(3x3)(9)

**Any THREE of the below or any relevant answers for THREE marks each.**

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

- Create engagement/ communication platforms that are easy to use✓ so that learners are not scared away/ discouraged by difficult systems that are in place. ✓ This will make learners more likely to bring their concerns to the attention of the RCL and make their voices heard. ✓
- Demonstrate that the RCL takes the learners concerns seriously by replying to concerns✓ so that learners will see that there is value in bringing their ideas forward. ✓ This could increase participation as learners will know that they can make a difference through the RCL and will make use of the RCL to make change. ✓
- The RCL could provide incentives or prizes to those who contribute valuable ideas ✓so that learners will know that contacting/ making use of the RCL is something to be proud of. ✓This will lead to a school culture where public participation is valued, and learners will want to by into this culture. ✓
- The RCL could create a social media page/ an email list/ a weekly announcement platform/ regular social events/ newsletter✓ allowing the RCL can build strong connections with the learner body, including those who are not their personal friends ✓This could make them seem more accessible and approachable so that learners will feel comfortable speaking to them. ✓
- The RCL could set up a suggestion box✓ so that it is easy/ convenient way for learners to contact they during the school day. ✓ This would make it easier for those who don't have time to speak to them face to face, to give them a suggestion at a time that works for them. ✓  
/or/ this suggestion box is an anonymous way for learners to report concerns✓ so that those who are shy/who want to express something uncomfortable a chance to air their views without anyone knowing that the suggestion/ concern came from them. ✓