



Hillcrest High School

Grade 11

LIFE ORIENTATION

JUNE 2024

MARKS: 100

EXAMINER: Mr. B. White

TIME: 2 Hours

MODERATOR: Mrs. S. Kowlesur

NAME: _____

LO TEACHER: _____

INSTRUCTIONS TO CANDIDATES

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.

MARKING GRID: To be completed by marker and moderator				
Question	Total	Mark	Mod	Date & Initial
1.1	15			
1.2	15			
2	20			
3	20			
4.1	15			
4.2	15			
4.3	15			
TOTAL	100			

Section A (Compulsory) 20 marks

Question 1

Various options are provided as possible answers to the following questions. Choose the correct answer and write only the letter (A–D) below the question number (1.1.1 – 1.1.15) in the space provided.

- 1.1.1 Learners who want to apply for a Bachelor degree need to achieve ____ in their NSC.
- A. 40 % Home Language; 50 % for 3 subjects and 30% for Life Orientation
 - B. 50 % for Home Language, 50 % for 3 other subjects including Life Orientation
 - C. 40 % for Home Language, 50 % for 4 other subjects excluding Life Orientation
 - D. 50 % Home Language & First Additional Language, 5 other subjects at 50%
- 1.1.2 Which of the following statements is TRUE about the National Senior Certificate (NSC)?
- A. It has an NQF level of 3 and has no equivalent qualification.
 - B. NSC candidates can fail one subject and still pass the NSC.
 - C. Universities do not require students to have passed their NSC.
 - D. It is impossible to get a job without first obtaining an NSC.

- 1.1.3 When taking out a student loan:
- A. Students only need to pay back their student loan if they find a job.
 - B. Students will have to pay back the loan and interest while they work.
 - C. Students do not need someone to apply for the loan with them
 - D. Companies will often pay back the loan when they employ graduates.
- 1.1.4. Which of the following is NOT a form of financial assistance for studies?
- A. Student Loans
 - B. Scholarships
 - C. NSFAS bursary
 - D. NQF Levels
- 1.1.5. When applying for the National Benchmark Tests (NBTs):
- A. You need to start looking at dates to write as early as possible.
 - B. You must apply to write at the institution where you wish to study.
 - C. You will have to study the whole grade 11 and matric syllabus.
 - D. You must already have provisional acceptance for tertiary studies.
- 1.1.6 Part of the national government's responsibilities is to:
- A. build and maintain roads in specific provinces or municipalities.
 - B. create and vote on laws and policies whilst in parliament.
 - C. organise strikes and help the individual communities grow.
 - D. host clean-ups, start campaigns and preserve public spaces.
- 1.1.7 Which of the following is an example of a responsible consumption habit?
- A. Making use of the most cost-effective farming practices which could cause waste.
 - B. Throwing away food before it goes bad because it is the healthy thing to do.
 - C. Submitting tax return to SARS so that taxes can go towards a decreasing oil prices.
 - D. Supporting local businesses, that will treat the environment in a sustainable way.
- 1.1.8 Identify which one of the following is an example of being a responsible citizen.
- A. The violent protest against corruption and fraud within the government.
 - B. Ensuring that citizens safe and secure by taking part in vigilante justice.
 - C. Naming and shaming government officials without proof of their misdeeds.
 - D. Community members volunteering at charity organizations or NPOs.
- 1.1.9. Climate change can be combatted in which of the following ways?
- A. Encourage people to reduce their carbon footprint by cycling to work.
 - B. Only support larger fishing companies who use nets and fish regularly.
 - C. Buy spray deodorant instead of roll-on as roll-on releases toxic gases.
 - D. Plant more trees so that they can release more carbon dioxide into the air.

1.1.10. Representation can be defined as:

- A. When members of parliament speak or act on behalf of groups or individuals.
- B. Allowing all citizens, the opportunity to personally speak to government officials.
- C. Extremely radical views that can highlight the inequalities within South Africa.
- D. Misleading the public by displaying false or inaccurate information in the media.

1.1.11 Which type of trauma is often associated with experiences such as witnessing a violent event, being in a natural disaster, or experiencing prolonged abuse?

- A. Physical trauma
- B. Psychological trauma
- C. Emotional trauma
- D. Childhood trauma

1.1.12 Which of the following terms specifically refers to the killing of women, typically by a man, because of their gender?

- A. Domestic violence
- B. Matricide
- C. Physical abuse
- D. Femicide

1.1.13 What do personal values refer to?

- A. Strong cultural norms and traditions
- B. Individual beliefs and principles
- C. Remarkable academic achievements
- D. Yearning for social status and class

1.1.14 Goal-setting is important because ...

- A. it leads to overconfidence and complacency.
- B. it enables individuals to give up on their aspirations.
- C. it fosters a sense of direction and commitment.
- D. it makes individuals compare themselves to others.

1.1.15 Which of the following terms refers to goals that can be achieved within a relatively brief timeframe?

- A. Long-term, timely goals
- B. Short-term goals
- C. Medium-term goals
- D. Specific and timely goals

Fill in your answers for Question 1.1 in the blocks below									
1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10
1.11	1.12	1.13	1.14	1.15					

1.2. Give ONE word/term for EACH of the following descriptions.

1.2.1 A school leaving qualification in South Africa, commonly known as the matriculation (matric) certificate. (1)

1.2.2 Assessments for first-year applicants into higher education institutions, designed to measure a writer's ability to transfer understanding of Academic Literacy, Quantitative Literacy and Mathematics. (1)

1.2.3 The process of building a national identity using the power of the state. This process aims at the unification of the people within the state. (1)

1.2.4 An official document awarded by an Tertiary institution to show that someone has successfully completed a course of study. (1)

1.2.5 The process of identifying, gathering and interpreting information about your achievement in order to assist your development and improve your learning and teaching. (1)

1.2.6 An organization that coordinates candidates to compete in a country's elections with the intention of running the country. (1)

1.2.7 A body of basic principles which determines the standards and practices by which a country may be governed. (1)

1.2.8 A non-profit group that operates independently of any government, typically one whose purpose is to address a social or political issue. (1)

1.2.9 A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants. (1)

1.2.10 One of the most dangerous applications of online messaging and the use of cellphones in a relationship. The sending of a text message with pictures that are inappropriate. (1)

1.2.11 A social system in which men hold primary power and dominate the roles of political leadership, moral authority, social privilege, and control of property.

1.2.12 Preconceived opinions that often involve negative judgments or stereotypes and can lead to discrimination or biased treatment.

1.2.13 A categorisation of people based on the colour of their skin which is a social construct rather than a biological reality.

1.2.14 An individual's enduring emotional, romantic, or sexual attraction to others.

(10x1)[10]

SECTION B (Compulsory)

Answer all the questions in this section.

Question 2

Read the extract below and answer the questions that follow.

Athletes unite against GBV!!!

It is time to unite and stand up against gender-based violence (GBV). We need to address this ¹plague on our society and its resulting social ills. This is the strong message from female athletes of the University of the Free State (UFS) These athletes call on all South Africans to challenge, fight, and ²eradicate all forms of gender-based violence.

The campaign will be a continuous project as GBV is a threat to everyone, including UFS sportsmen and sportswomen. Many people who wish to pursue a career in sport, or other fields may be reliant on their abusers for money and find it difficult to get out of their situation. The campaign wishes to highlight alternative forms of funding for future career opportunities as a way to escape their situation. "Sport will be an integral part of our strategy to highlight and eventually eradicate gender-based violence," says the head of the campaign.

It is important for sports stars to use the platforms so that they may lobby against GBV and educate others. This is the only way to stop the various consequences faced by GBV survivors: physical and emotional consequences. People will listen to them and sport can promote change. Remember that sport can play a crucial part in nation building and in doing so, decrease the likelihood of GBV.

Glossary

¹plague – outbreak of a condition that has a potential to affect many people.

²eradicate – get rid of something completely

[Adapted from <https://www.ufs.ac.za> Accessed:07 April 2023]

2.1. Define the term '*gender-based violence*' and mention THREE negative social effects it may have on communities. (1+3) (4)

2.2. Provide TWO alternative financial options for those who want to study further but are reliant on their abusers for funds. (2x1) (2)

2.3. Describe TWO emotional consequences survivors of gender-based violence (GBV) could face as a result of different forms of violence. (2x2) (4)

2.4. Discuss TWO ways in which lobbying against GBV could sensitize community members around issues of Gender-based violence. (2x2) (4)

2.5. Suggest TWO ways in which athletes could utilize their sport activities to contribute towards nation building. In your answer, also indicate how each suggestion could lead to a decreased likelihood of gender-based violence within our nation. (2x3) (6)

[20]

Question 3:

Refer to the extract below and answer the questions that follow.

Phalaborwa veldfire leaves trail of devastation

- **Dinilohlanga Mekuto**
- *17 September 2023, 14:51 [SAST]*

Some of the people whose houses were gutted by a runaway veld fire in Phalaborwa are saddened by the loss of their properties. Twelve houses and a guest house were gutted by the fire on Saturday.

It is believed that the veld fire was sparked by high temperatures and spread to nearby houses.

One of the owners, doctor Nkhensani Mabunda says her family lost everything in the fire.

She says the Ba-Phalaborwa Local and Mopani District municipalities have arranged temporary accommodation for them.

“We got assistance from the local municipality. They came in physically; the executive mayor Pule Shayi and mayor Miriam Malatji, so they came to show their support and support in a way of informing us of the arrangements they have made for a place for us to sleep for tonight, including a breakfast, lunch and dinner and then we also had good neighbours who managed to come in with the help.”

3.1 Define the term '*environmental issue*' and mention TWO ways how the environmental issue of the Phalaborwa Veldfire could cause ill health to the people living in the surrounding areas. (1+2)(3)

3.2 Provide THREE ways South African citizens could protect themselves if they need to escape a burning area or building. (3x1)(3)

3.3 Describe TWO irresponsible actions that could lead to fires in the South African environment. (2x2)(4)

3.4 Explain TWO ways how the fire will harm the environment surrounding Phalaborwa.
(2x2)(4)

3.5 Suggest THREE ways how the government could ensure that the population is aware of the dangers of forest or 'bushveld' fires. (3x2)(6)

[20]

Section C – 30 marks

Question 4

Essay questions

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

Question 4.1

Study the extract below and answer the questions that follow.

Sport and nation building

The role of sport in nation building and social cohesion can be used as a ¹springboard in moulding people, both for personal advancement and social progress. Sport also has a major role to play in promoting healthy lifestyles, a healthy nation and winning nation.

Glossary

¹springboard - a strong, flexible board from which someone may jump in order to gain added impetus when performing a dive or a gymnastic movement.

Write paragraphs on sport and nation building.

Use the following as a guideline:

- State THREE behaviours sports personalities could model to contribute towards a positive nation. (3 x 1) (3)
- Analyse how relationships between sports team members could positively influence an individual's well-being. (2 x 3) (6)
- Evaluate the extent to which sport can help build a nation of healthy citizens. (2 x 3) (6)

Question 4.2

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)

/15

Question 4.3

Study the below image and answer the questions that follow.

After a decade of opposition by the Gauteng public, E-tolls have finally ended!

Functions of democratic structures in addressing the interests of civil society, thus ensuring safe and healthy living environments.



The e-toll was an electronic method of collecting money employed by South Africa's roads agency (Sanral) on selected roads to fund road maintenance in Gauteng.

Write paragraphs on unsafe living environments.

Use the following as a guideline.

- State THREE ways in which the use of personal cars contributes towards air pollution. (3 x 1) (3)
- Analyse how Gauteng citizen's advocacy for the ending of e-tolls could have contributed towards this decision. (2 x 3) (6)
- Evaluate the impact that the end of e-tolls could have on South African road users. (2 x 3) (6)

Question 1.1

- 1.1.1. C ✓
- 1.1.2. B ✓
- 1.1.3. B ✓
- 1.1.4. D ✓
- 1.1.5. A ✓
- 1.1.6. B ✓
- 1.1.7. D ✓
- 1.1.8. D ✓
- 1.1.9. A ✓
- 1.1.10. A ✓
- 1.1.11 B ✓
- 1.1.12 D ✓
- 1.1.13 B ✓
- 1.1.14 C ✓
- 1.1.15 B ✓

Question 1.2

- 1.2.1. NSC ✓ (can't accept matric certificate as this word is in the question)
- 1.2.2. NBTs / National Benchmark Tests ✓
- 1.2.3. Nation Building ✓
- 1.2.4. Diploma / Degree / Advanced Certificate/ Higher Certificate / Higher Diploma / Bachelor's Degree/ Hons Degree/ MA Degree / PHD ✓
- 1.2.5. Assessment ✓
- 1.2.6. Political Party ✓
- 1.2.7. Constitution ✓
- 1.2.8. NGO / Non-Governmental Organisation/ NPO ✓
- 1.2.9. Global Warming ✓
- 1.2.10 sexting ✓
- 1.2.11 Patriarchy ✓
- 1.2.2 Prejudice ✓
- 1.2.3 Race ✓
- 1.2.4 Sexual orientation ✓
- 1.2.5 Sexism ✓

Question 2

Question 2

- 2.1. Define the term '*gender-based violence*' and mention THREE negative social effects it may have on communities. (1+3) (4) (Lower Order - DSS)

Marks should be awarded as follows:

ONE (✓) mark for the correct definition

Gender-based violence is...

- any act or threat of physical/ sexual/ psychological/emotional harm inflicted upon an individual due to their gender or gender identity. (✓)

- a type of violence that is directed at an individual because of them being male/females/(LGBTQI+) or perceived gender. (✓)
- a hurtful social phenomenon that is rooted in gender inequality and discrimination. (✓)
- a form of violence that is primarily directed at women and girls, although it can also affect men and boys because of their sexual orientation. (✓)

Any ONE of the above for ONE mark.

AND

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

It could result in:

- breakdown of families /communities where victims may feel isolated / unsupported. (✓)
- further social exclusion / social inequalities/ discrimination against survivors of GBV. (✓)
- a sense of mistrust and suspicion between individuals within the community. (✓)
- an erosion of trust in institutions such as the police / the justice system who are seemingly unable to help survivors of GBV. (✓)
- the normalization of violence between members of the community/ society/ community members may become desensitized to violent behaviour between them. (✓)
- individuals becoming disconnected from their communities / avoiding participation in social activities/ avoiding contributing to the common good. (✓)
- to the perpetuation of social inequalities/ the erosion of social justice (✓)
- hindering efforts to promote gender equality and human rights between members of the community. (✓)

Any THREE of the above for ONE mark each.

2.2. Provide TWO alternative financial options for those who want to further but are reliant on their abusers for funds.

study
(2x1) (2)
(Lower Order - CCC)

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

They could...

- apply for scholarships/ grants which can cover tuition fees, textbooks, and other expenses related to education. (✓)
- seek financial institutions that offer student loans with flexible repayment options. (✓)
- take up part-time jobs to earn money while they study. (✓)

- start a crowdfunding campaign to raise money for their education using social media platforms. (✓)
- find institutions that offer learnership/ apprenticeship programs to allow them to work part-time while the company pays for their studies. (✓)
- can apply for financial aid from their school / the government. (✓)
- ask GBV outreach/ support organisations if they would be willing to help finance their education. (✓)
- research possible SETA opportunities that might interest them. (✓)

Any TWO of the above for ONE mark each.

(2x1) (2)

- 2.3. Describe TWO emotional consequences survivors of gender-based violence (GBV) could face as a result of different forms of violence. (2x2) (4)
(Middle Order - DSS)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

They could experience...

- extreme fear/anxiety no matter where they are (✓) resulting from violence that has been happening at their homes where they were supposed to feel protected. (✓)
- feelings of humiliation/betrayal (✓) since the abuser may be somebody they trusted in their household. (✓)
- intense fear to exit the house/shock that people could actually commit such crimes/powerless to fight back (✓) since the sexual violence/rape was committed based on different sexual orientations/on them not conforming to the gender that society has assigned to them. (✓)
- fear of their attacker/helplessness to protect themselves/anger at their circumstances (✓) as a result of physical pain/injuries/disabilities from physical violence. (✓)
- feelings of worthlessness/despair that they will ever be worthy of love/desperation to exit their situation in any means available (✓) as a result of abusive language/derogatory slurs/words designed to break them down as a form of emotional/mental violence. (✓)
- feelings of violation/humiliation at the loss of their humanity in the eyes of their abuser (✓) due to the inappropriate comments/touches without their consent as a form of sexual harassment (✓).

Any TWO of the above for TWO marks each

(2x2) (4)

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

- 2.4. Discuss TWO ways in which lobbying against GBV could sensitize community members around issues of Gender-based violence. (2x2) (4)
(Middle Order - DHR)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Lobbying efforts could...

- help to raise awareness about the prevalence/impact of GBV (✓), which could lead to a greater understanding GBV among civil society. (✓)
- push for policy changes at the local/ national/ international levels of government (✓) which would then address GBV regulations / make changes in laws that better protect victims/ survivors. (✓)
- focus efforts on securing funding / resources for services that support victims of GBV (✓), meaning that crisis centres/ shelters/ hotlines are better able to provide aid to those facing GBV. (✓)
- promote education and training for individuals/ organizations / law enforcement officials/ healthcare providers/ educators (✓) so that they have a better idea of how recognise/ respond to survivors of GBV in a sensitive manner in their professions. (✓)
- encourage collaboration between different sectors of society (✓) so that government/ civil society/ the private sector will all work together to address GBV effectively. (✓)
- empower survivors of GBV (✓) by creating a platform where it is safe for them to advocate for their rights. (✓)
- push for greater accountability for perpetrators of GBV (✓) by placing pressure on the criminal justice system/ other mechanisms of redress to function to the best of their ability (✓)
- challenge harmful gender norms / stereotypes that contribute to GBV (✓), promoting a more equitable and just society for all. (✓)

Any TWO of the above for TWO marks each

(2x2) (4)

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

2.5. Suggest TWO ways in which athletes could utilize their sport to contribute towards nation building. In your answer, also indicate how each suggestion could lead to a decreased likelihood of gender-based violence within our nation.

(2x3) (6)

(Higher Order - SER)

Marks should be awarded as follows:

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

Athletes could...

- use sports to gather people from different regions/ cultures/ backgrounds around one common purpose (✓) thus promoting a sense of national pride (✓) and that could foster cohesion/tolerance within the community/eliminate divisions/negative perceptions towards the other genders. (✓)
- promote the importance of physical fitness / healthy lifestyles, (✓) which could involve all members of society, regardless of their gender/ sexual orientations/race/

- ethnicity/religious differences etc. (✓) and that could change their focus to the enjoyment of the physical fitness activities, instead of hating/exercising GBV. (✓)
- create sports teams and organizations that promote teamwork/ discipline/ community involvement (✓) thus contributing to the development of strong and healthy communities (✓) where a sense of community belonging can reduce the likelihood of violence such as GBV. (✓)
 - provide mentorship/ support to young talent (✓) thus encouraging the development of future athletes/ leaders (✓) and in doing so, athletes can contribute to the creation of a more positive and productive society, that is less likely to resort to GBV. (✓)
 - use their sport to showcase the beauty/ culture of all genders in their nation in order to attract tourists/ boost the economy (✓) thus creating more opportunities for employment / economic growth (✓) and in doing so, they can reduce the stressors that often contribute to GBV. (✓)
 - use their social media platforms/ media presence to advocate for gender equality / challenge harmful gender stereotypes (✓) thus contributing to the overall development of a more equitable and just society (✓) and in doing so, athletes can educate the public on how to create a safer / more respectful society for all individuals, regardless of their gender. (✓)

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

Question 3

- 3.1 Define the term 'environmental issue' and mention TWO ways how the environmental issue of the Phalaborwa fire could cause ill health to the people living in the surrounding areas.
 (1+2)(3)
 (Lower Order)

Environmental Issue: harmful effects of human activity on the biophysical environment/ surroundings/ Earth.

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

A fire can cause ill health by:

- creating smoke which could cause lung problems. ✓
- burning people can cause injury or death. ✓
- smoke can also aggravate existing health conditions, e.g. asthma. ✓
- causing people's eyes to start burning and can lead to potential damage. ✓
- producing carbon monoxide which reduces oxygen to the body and can cause headaches, nausea and dizziness. ✓

- 3.2 Provide THREE ways South African citizens could protect themselves if they need to escape a burning area or building.
 (3x1)(3)
 (Lower Order)

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

- Evacuate the immediate and surrounding areas✓.
- If they are in the immediate area, drop to the ground where smoke is thinner✓.
- Cover nose and mouth to avoid breathing in smoke particles✓.
- Stop, drop and roll if clothes are on fire✓.
- Don't use elevators to escape as these could be damaged/ heat up in a fire, rather use the stairs✓.
- Test door handles and avoid entering a room if they are hot as there may be a fire inside. ✓
- If they are unable to leave an upstairs area, signal to people and hang sheets from a balcony/ window to signal to emergency personal where they are. ✓

3.3 Describe TWO irresponsible actions that could lead to fires in the South African environment. (2x2)(4)
(Middle Order)

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)

- Leaving a campfire unattended✓ can result in the ashes or cinders jumping onto flammable objects and spreading without anyone knowing✓.
- Throwing burning cigarette butts onto the ground✓ as these may still be smouldering and could light up leaves, flammable objects around them✓.
- People burning debris without clearing the surrounding areas✓ could mean that the fire spreads to anything that is around it and spread further✓.
- Leaving/ disposing glass in areas of dry foliage ✓ where the sun's rays may be magnified to create an uncontrolled and unmonitored fire✓.

3.4 Explain TWO ways how the fire will harm the environment surrounding Phalaborwa (2x2)(4)
(Middle Order)

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)

- Animals will have been caught in the fire✓ which could lead to the animal populations of that area to die out in that area/ struggle to repopulate the area✓.
- 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 ✓.
- Soil becomes overheated and can lose key nutrients✓ which could make it difficult for certain plants to grow there for a while✓.
- Water used to douse the fire could run into open water sources✓ which could lead to water being contaminated with harmful substances from the fire✓.

3.5 Suggest **THREE** ways how the government could ensure that the population is aware of the dangers of forest or 'bushveld' fires. (3x2)(6)

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

- They could incorporate fire warnings in adverts/ in media stories about fires✓ which educates the public when they are likely to be listening. ✓
 - They could have famous celebrities featured in campaigns ✓ to encourage awareness through the words or actions of these celebrities. ✓
 - Posters/ written documents such as pamphlets could give instructions/ information✓ to educate the public on specific fire safety procedures and expectations. ✓
 - News companies could report on and show approval of those who demonstrate good knowledge of fires 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 fires✓ so that the public feels involved and would be more likely to listen and understand. ✓
- [20]

Question 4.1

- State THREE behaviours sports personalities could model to contribute towards a positive nation.
(3 x 1) (3)

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

They could ...

- display sportsmanship by respecting opponents (✓)
- embody inclusivity by welcoming individuals of all backgrounds / abilities. (✓)
- uphold fairness by following rules / accepting referees' decisions gracefully. (✓)
- serve as role models to the youth by demonstrating dedication/ hard work/ perseverance no matter their situation. (✓)
- engage in charitable activities / community service to give back. (✓)
- promote physical / mental well-being through sports participation. (✓)
- practice eco-friendly habits / advocate for sustainable practices in sports. (✓)
- strive for excellence in their careers, inspiring others to do the same. (✓)

Any THREE of the above for ONE mark each

- Analyse how relationships between sports team members could positively influence an individual's well-being.
(2 x 3) (6)

Marks should be awarded as follows:

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

They could ...

- provide emotional support (✓) by actively listening/ offering encouragement/ showing empathy (✓) which may create a safe space for individuals to express their feelings, (✓)
- foster a sense of belonging through inclusivity/ support/ respect (✓) by creating a supportive environment where individuals feel accepted / valued for their unique aspects of themselves, (✓) which may help to create to a sense of positive personal identity, (✓)
- encourage healthy competition (✓) by setting goals/ challenging each other to improve/ celebrating successes, (✓) thus motivating individuals to push their limits / improve their skills, (✓)
- enhance communication skills (✓) by actively engaging in discussions/ providing constructive feedback/ resolving conflicts respectfully, (✓) thus fostering a culture of open communication within the team, (✓)
- encourage team members to participate in regular physical activities together, (✓) by organising extra training sessions / group workouts, (✓) which may help improve mood / reduce the risk of chronic illnesses, (✓)
- provide opportunities for social interaction (✓) by organizing team bonding activities / social events outside of practice, (✓) thus reducing feelings of loneliness / improving overall mental health by increasing opportunities for socialization, (✓)
- boost personal resilience (✓) by facing setbacks together/ supporting each other through difficult times/ learning from failures, (✓) thus improving coping mechanisms / mental toughness (✓)

Any TWO of the above for THREE marks each.

Evaluate the extent to which sport can help build a nation of healthy citizens.

(2 x 3) (6)

Marks should be awarded as follows:

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

It could ...

- model the regular use of exercise, (✓) which may reduce the overall risk of lifestyle-related diseases amongst the population; (✓) however, it could lead to over-training if not managed properly, (✓)
- foster a sense of community / unity / social interaction through regular sports participation, (✓) which promotes a cohesive society where individuals support each other / work together towards common goals; (✓) however, it could create rivalries between different sports teams/ communities, (✓)

- instil values of discipline / perseverance in individuals, (✓) thereby helping the nation to develop valuable life skills for personal / professional success; (✓) however, it could promote a win-at-all-costs mentality, (✓)
- provide opportunities for personal growth / development (✓) by boosting self-esteem / confidence within the people of the nation; (✓)
- promote a healthy coping mechanism for reducing stress / anxiety through physical activity (✓) which may help those individuals who are struggling to effectively deal with their challenges; (✓) however, it could also encourage unhealthy aggression/ pressure to succeed at all costs, (✓)

Any TWO of the above for THREE marks each.

4.2 Define the term 'Representative Council of Learners' and state ONE function of this body. (1+1)(2)

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. ✓

Question 4.3

State THREE ways in which the use of personal cars contributes towards air pollution.

(3 x 1) (3)

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

It could ...

- lead to emissions of greenhouse gases / carbon dioxide (CO₂), contributing to global warming and climate change. (✓)
- result in cars burning fuel/releasing gases that can harm the air we breathe. (✓)
- create smog / haze, making it harder to see and breathe. (✓)
- release chemicals that react with sunlight to create ozone. (✓)
- produce tiny particles that can get into our lungs and make us sick.
- add to global warming by releasing gases that trap heat in the atmosphere. (✓)
- contribute to acid rain, harming plants/ animals/ buildings. (✓)
- create air that's unsafe to breathe, leading to health problems like asthma/ lung disease. (✓)
- release pollutants that can cause cancer/ other serious health issues. (✓)

Any THREE of the above for ONE mark each

- Analyse how Gauteng citizen's advocacy for the ending of e-tolls could have contributed towards this decision. (2 x 3) (6)

Marks should be awarded as follows:

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

It could have ...

- increased public awareness about the impact of e-tolls on daily life / the economy, (✓) by actively engaging in discussions about public policy and infrastructure funding (✓) leading to widespread opposition and pressure on the government to reconsider the system (✓)

- generated public discourse / debate (✓) to highlight the ineffectiveness / unpopularity of e-tolls as a method of road funding (✓) which may have encouraged a more transparent / inclusive decision-making process (✓)
- mobilized citizen action (✓), through peaceful protests/ petitions/ legal challenges, (✓) which put pressure on policymakers to respond to the demands of the people (✓)
- brought political parties into the discussion (✓) by expressing public sentiment against e-tolls on political forums (✓) which may have potentially forced politicians to take a stand against the system (✓)
- created a united front among citizens, (✓) through civil society organizations/ gatherings where citizens may come together to demonstrate a strong and collective voice against e-tolls (✓) which may have fostered collaboration / cooperation among different stakeholders, (✓)

Any TWO of the above for THREE marks each.

- Evaluate the impact that the end of e-tolls could have on South African road users.
(2 x 3) (6)

Marks should be awarded as follows:

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

It could ...

- ease financial burdens on road users, as they will no longer have to pay e-toll fees, (✓) thus providing relief to individuals / businesses; (✓) however, it could also lead to a decrease in funds available for road maintenance / infrastructure development, (✓)
- increase public satisfaction / support for government decisions, (✓) as the end of e-tolls reflects responsiveness to public opinion / concerns; (✓) however, it could also lead to scepticism / mistrust (✓)
- boost economic activity, as businesses may benefit from reduced transport costs, (✓) thereby stimulating trade / investment (✓); however, it could also result in budget cuts / delays in other public services / infrastructure projects, (✓)
- improve overall road safety, (✓) as drivers may be more inclined to use safer routes instead of opting for shorter but riskier alternative routes to avoid toll fees; (✓) however, it could also lead to increased wear and tear on these routes, (✓)
- remove a financial burden that disproportionately affected low-income households / commuters, (✓) thereby promoting a more equitable transport system; (✓) however, it may also have helped gather money which will now have to be made up in taxes/ other areas (✓)

Any TWO of the above for THREE marks each.