

Question 1

1.1.1 B	1.1.2 B	1.1.3 B	1.1.4 B	1.1.5 B
1.1.6 C	1.1.7 B	1.1.8 B	1.1.9 B	1.1.10 B

(10X1)

1.2.1 F	1.2.2 E	1.2.3 D	1.2.4 A	1.2.5 B
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(5X1)

1.3.1 positive

1.3.2 responsibility

1.3.3 equality

1.3.4 unethical

1.3.5 tolerance

(5X1)

1.4.1 Human Resource (2)

1.4.2

- Working hours
- Monthly salary
- Employer provides pension
- Employers provide health benefits
- Employer provides paid leave, sick leave, maternity leave.
- Employers will provide human resource support.
- Employers provide insurance against injury and disability.
- Additional perks – petrol, hosing etc.

(4x2)

MD – for the explanation

Section B

Question 2

2.1 Define the term 'assertive communication'. (1 x 2) (2)

- a clear/confident/respectful way of expressing thoughts/feelings/needs (✓) while considering the rights of others. (✓)
- a communication style that allows a person to express their views honestly (✓) without being aggressive/passive. (✓)
- the ability to stand up for oneself (✓) while respecting others in a conversation. (✓)
- a balanced approach to communication (✓) that combines confidence and mutual respect. (✓)

2.2 Explain TWO reasons why aggressive communication can be damaging to relationships. (2 x 2) (4)

- make a partner feel intimidated/unsafe (✓) which can lead to emotional distance/a breakdown of trust in the relationship. (✓)
- can lead to unhealthy conflict (✓) which can cause more tension/unresolved issues instead of solving problems. (✓)
- discourages open/honest discussions (✓) which can make it difficult for partners to express their true feelings. (✓)
- encourage retaliation/withdrawal (✓) which can create a toxic cycle where both partners struggle to communicate effectively. (✓)
- damage self-esteem (✓) which can lead to feelings of worthlessness/emotional distress. (✓)
- prevent effective problem-solving (✓) which can make it harder to resolve issues/lead to ongoing conflicts. (✓)
- create a toxic relationship environment (✓) which can cause long-term emotional damage/lead to the breakdown of the relationship. (✓)
- disregard the feelings/opinions of the other person (✓) which can make the relationship one-sided/unbalanced. (✓)
- make a partner feel constantly on edge/afraid to speak up (✓) which can result in emotional exhaustion/an unhealthy relationship dynamic. (✓)

- can escalate to emotional/physical abuse (✓) which can put a partner in a dangerous/unsafe situation. (✓)

2.3 Assess ONE way in which a teen may successfully use assertive communication when talking to their partner about their boundaries.

(1 x 4) (4)

Teens can...

- use "I" statements (✓) as expressing feelings, using "I" instead of "you" prevents blaming (✓) which helps the partner understand the teen's perspective without feeling attacked (✓) thereby reducing defensiveness/promoting a positive discussion/ensuring both partners feel heard/respected in the relationship. (✓)
- speak clearly/calmly/with confidence/sincerity (✓) as this reinforces the importance of the message without sounding aggressive/passive, (✓) which can make it easier for the partner to listen/accept the boundary (✓) thereby encouraging a healthy/open conversation. (✓)
- straightforwardly state their boundaries (✓) as this avoids confusion/helps the partner understand expectations (✓) which can prevent misunderstandings that could lead to conflict (✓) thereby strengthening mutual respect/trust in the relationship. (✓)
- recognize the partner's feelings (✓) as this helps maintain empathy (✓) which can reassure the partner that their emotions matter (✓) thereby leading to a more supportive/emotionally secure relationship. (✓)
- practice active listening (✓) as paying attention to the partner's response/acknowledging their thoughts fosters open dialogue (✓) which can make the conversation feel balanced/collaborative rather than one-sided (✓) thereby strengthening emotional connection/trust in the relationship. (✓)
- use positive body language (✓) as standing confidently/keeping an open posture/using calm gesture can reinforce the message (✓) which can prevent the conversation from feeling confrontational (✓) thereby encouraging a comfortable/non-threatening discussion. (✓)
- offer alternatives when necessary (✓) since this reassures the partner that boundaries are not meant to reject them (✓) which can create an opportunity for a healthy balance (✓) thereby leading to a more understanding/adaptable relationship. (✓)

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Question 3

1. Define the term 'vocation'. (1 x 2) (2)

- a person's occupation/profession (✓) in which they feel a strong sense of purpose/calling/suitability. (✓)
- work that aligns with an individual's skills/passions/values (✓) that carry a deeper sense of commitment/fulfilment beyond just earning a living. (✓)

3.2 Provide TWO benefits of attaining a Bachelors Pass. (2 x 1)

- can allow learners to apply for university admission/pursue higher education at a variety of institutions. (✓)
- can allow learners to qualify for a wider range of job opportunities. (✓)
- is widely recognised by employers/educational institutions both within South Africa and internationally. (✓)
- provides learners with essential skills in subjects which are useful in various careers. (✓)
- can boost confidence/provide a sense of achievement/foster academic responsibility/discipline. (✓)
- can lead to higher-paying job opportunities compared to those without a secondary school qualification. (✓)
- can make it easier to transition into different sectors, depending on personal career goals. (✓)

3.3 Discuss why it is important for Grade 9s to be aware of TVET colleges as an option. (1 x 2) (2)

It is important because...

- it exposes learners to vocational training as an option (✓) thus offering learners valuable skills for the workforce. (✓)
- some learners may not want to pursue an academic path (✓) therefore they may prefer TVET colleges/vocational education that can lead directly to employment. (✓)
- TVET colleges provide specialised training (✓) that equips students with the knowledge/skills needed to succeed in specific industries. (✓)

- vocational programmes at TVET colleges often take less time to complete than academic qualifications (✓) allowing students to start their careers sooner. (✓)
- many industries value the practical experience/technical skills that TVET graduates bring (✓) making them highly employable. (✓)

3.4 Explain why organising one's work will benefit your academic performance. (1 x 2) (2)

- help you prioritise important assignments/avoid wasting time on less critical tasks (✓) which helps you stay focused/complete your work efficiently. (✓)
- reduce the feeling of being overwhelmed (✓) which leads to better mental health/improved academic performance. (✓)
- allow you to allocate enough time for each subject/task (✓) ensuring you don't rush your work/leave things to the last minute. (✓)
- create a visible plan to help you see your progress (✓) boosting motivation/encouraging you to stay on track. (✓)
- help dedicate appropriate time to revise (✓) which ensures high-quality output in your assignments. (✓)

3.5 Discuss ONE reason why workers need to be aware of their responsibilities at work. (1 x 2) (2)

- helps workers stay focused on their assigned tasks (✓) so that they are completed on time/to the expected standard. (✓)
- can help workers take ownership of their actions (✓) which leads to increased accountability/a more reliable work environment. (✓)
- helps workers avoid confusion/overlap in their roles (✓) improving the overall efficiency of the workplace. (✓)
- allows workers to be seen as reliable/competent (✓) thus helping them build a positive professional reputation. (✓)
- helps prevent misunderstandings/conflicts among colleagues (✓) as everyone knows their role/expectations. (✓)

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Section C

Question 4

- Define the term 'journaling'. (1 x 2) (2)

Journaling refers to...

- the practice of writing down (✓) personal thoughts/experiences/reflections regularly. (✓)
- the process of recording daily events/emotions/ideas (✓) in written form. (✓)
- the regular habit of writing about daily activities/emotions (✓) to gain clarity/insight into personal life. (✓)
- a creative method of expressing inner thoughts/emotions (✓) by writing them down in a structured/unstructured format. (✓)
- the process of writing in a personal diary (✓) to record events/thoughts/reflections for future reference/emotional processing. (✓)
- a written form of self-expression (✓) that helps individuals to understand themselves/the world around them. (✓)

Any ONE of the above for TWO marks each

- **Discuss TWO reasons why teens should be encouraged to start a journal(2 x 2) TWO (✓✓) marks for a well-explained response.**

- allow teens to express/understand/process their feelings/emotions in a healthy way (✓) which can help reduce stress/anxiety. (✓)
- encourage teens to reflect on their thoughts/actions/experiences (✓) which can help them make better decisions/grow as individuals. (✓)
- help improve writing skills (✓) which can be beneficial for school/personal expression. (✓)
- help teens explore creative ideas/set personal goals (✓) which can motivate them to take actionable steps toward their aspirations/dreams. (✓)
- serve as a therapeutic outlet for teens dealing with mental health challenges (✓) which can help reduce feelings of isolation/provide an opportunity for emotional release. (✓)
- builds confidence (✓) as journaling allows teens to reflect on personal growth/achievements. (✓)
- help teens work through challenges (✓) by organising their thoughts/finding solutions. (✓)
- help teens document their experiences (✓) which can allow them to reflect on past experiences/growth. (✓)
- boost focus/discipline if the habit is practised regularly (✓) which can spill over into other areas of life. (✓)
- help teens process/face/learn from difficult emotions/situations (✓) which can increase emotional resilience. (✓)

Any TWO of the above for TWO marks each

● **Assess how journaling can help Grade 9s to navigate challenges in their lives.** (2 x 2) (4)

- provide an outlet for self-expression (✓) by allowing Grade 9s to process their feelings (✓) which can help them better understand their emotions/deal with stress or anxiety (✓) thereby making them feel more in control of their emotions/better equipped to face future difficulties. (✓)
- help Grade 9s develop problem-solving skills (✓) since writing about a challenge encourages them to explore solutions (✓) which can help them think through potential outcomes/make informed decisions (✓) thereby leading to improved decision-making/the ability to handle similar issues in the future. (✓)
- build emotional resilience (✓) since reflecting on past experiences in journals can help teens see how they've overcome previous struggles (✓) which can build their confidence in their ability to tackle future challenges (✓) thereby developing stronger coping mechanisms/better emotional health. (✓)
- promote self-reflection (✓) since Grade 9s can gain insight into their behaviour/reactions (✓) which can help them identify patterns/areas for personal growth (✓) thereby leading to improved self-control/decision-making skills. (✓)
- help with stress relief (✓) since writing about stressful situations allows Grade 9s to release pent-up emotions (✓) which can act as a form of emotional release/reduce stress (✓) thereby resulting in them feeling more relaxed/able to approach challenges with a clearer mindset. (✓)
- encourage goal setting (✓) since teens can use journals to set personal goals/track progress (✓) which can give them direction/motivation to work towards achieving them (✓) thereby staying focused/providing a sense of accomplishment when goals are met. (✓)
- increases self-discipline (✓) since a consistent journaling habit can help Grade 9s build discipline in other areas of their lives (✓) which can encourage them to stay consistent (✓) thereby leading them to be more disciplined in their schoolwork/establish good time management going forward. (✓)
- enhance emotional intelligence (✓) since it helps Grade 9s better understand their emotions/how they relate to others (✓) which can promote empathy/better interpersonal relationships (✓) resulting in more harmonious relationships with peers/family/friends/future colleagues. (✓)
- provide clarity during times of uncertainty (✓) since writing about difficult situations can help clarify thoughts/feelings (✓) which can help to organise thoughts/gain a clearer perspective (✓) thereby enabling them to make more confident/informed decisions. (✓)
- boost self-confidence (✓) since reflecting on progress/achievements in a journal can increase a teen's self-esteem (✓) which can help them recognise their

strengths (✓) thereby resulting in greater self-belief/resilience when facing future challenges.(✓)

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Question 5

Define the term '*constitution*'.

(1 x 2) (2)

Constitution refers to...

- a set of fundamental principles/rules/laws that outline how a country is governed. (✓)
- a document written to protect human rights. (✓)
- a written document that establishes the structure/powers/duties of a government. (✓)
- the highest legal authority in a country, setting out the rights of citizens/the limits of government power. (✓)
- a framework that guides how laws are made/enforced/interpreted within a society. (✓)

Explain TWO reasons why leaders must model the values of the Constitution.

(2 x 2)

- promote accountability for their actions (✓) which builds public trust/ensures they are held accountable for their actions. (✓)
- encourage respect for human rights (✓) which ensures constitutional values/human rights for everyone in society. (✓)
- reinforce democratic principles (✓) which prevent corruption/promote good governance. (✓)
- help unite people from diverse backgrounds (✓) which reduces divisions/creates a more inclusive society. (✓)
- set a positive example for citizens (✓) which is likely to influence the behaviour and attitudes of the public. (✓)

Any TWO of the above for TWO marks each

Recommend TWO practical way Grade 9 learners can ensure they uphold constitutional values while at school. (2 x 2) (4)

Grade 9s could...

- treat classmates of different backgrounds/cultures/beliefs with kindness (✓) since this promotes inclusivity (✓) which can help reduce bullying/discrimination. (✓)
- report unfair treatment/discrimination when they witness it (✓) which helps protect the rights of others/ensures that justice is upheld (✓) thereby creating a safer/fairer school environment for all learners. (✓)
- obey school policies that reflect constitutional values, (✓) as this shows respect for authority/responsibility (✓) thereby maintaining a well-disciplined school environment for all learners to learn effectively. (✓)
- join learner councils/committees to promote fairness/representation (✓) since these bodies encourage democratic participation/decision-making (✓) thereby helping learners understand and practice leadership/accountability. (✓)
- express their opinions respectfully without harming others (✓) since this upholds the right to free speech while maintaining respect for others' rights (✓) thereby encouraging a positive/supportive learning environment. (✓)
- use dialogue/compromise instead of violence/aggression (✓) since this can foster a culture of peace/understanding (✓) thereby reducing school violence/building stronger relationships among learners. (✓)

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