



HILLCREST HIGH SCHOOL



NAME: _____

LO TEACHER: _____

GRADE 11

NOVEMBER 2022

LIFE ORIENTATION

Time: 2 Hours

Marks: 100

Examiner: Mr. B. White

Moderator: Mrs. S. Kowlesur

Instructions:

1. Read through all the questions carefully and then answer each question in full sentences.
2. This exam has three sections: A, B, C
3. Answer Sections A and B on the question paper. Answer Section C on the ruled paper that has been provided.
4. Write only in black or blue pen. Rule a margin on the right hand side of your page for section C
5. Remember to write your LO teachers name in the space above.

This table is to be filled in by teachers only:

Section A Question 1		/10
Section A Question 2		/10
Section A Question 3		/10
Section B Question 4		/20
Section B Question 5		/20
Section C Question 6		/15
Section C Question 7		/15
Section C Question 8		/15
Total		/100

Section A: 30 Marks

Question 1 – Fill the correct letter to the corresponding question number in the table at the end of Question 1

- 1.1 Identify an unethical practice when applying for a job.
- A. Refusing to disclose marital status if asked by hiring agent.
 - B. Not using a specific past employer as a potential referee.
 - C. Lying about work experience to make a CV more impressive.
 - D. Forgetting to correct spelling and grammar in the cover letter.
- 1.2 During an online video interview, job seekers should avoid...
- A. Dressing slightly less formally than an in-person interview.
 - B. Requesting permission to take notes during the interview.
 - C. Remaining formal in the way they address the interviewer.
 - D. Asking the interviewer questions about the potential job.
- 1.3 Which of the following is an example of inappropriate dress for the workplace?
- A. A chef that wears a hair net, comfy shoes and an apron.
 - B. An informal trader wearing a t-shirt, tackies and jeans.
 - C. An attorney wearing a business suit, tie and court robe.
 - D. A doctor wearing a mask and rings under their gloves.
- 1.4 Which of the following is an example of a job containing physical labour?
- A. Construction worker
 - B. Administration clerk
 - C. Research assistant
 - D. Primary school teacher
- 1.5 Which of the following would NOT be considered a risky behaviour:
- A. Taking marijuana (weed) the night before an exam to help study.
 - B. Crash dieting because you need to fit into a specific outfit.
 - C. Calling a friend in the middle of the night to ask for help.
 - D. Not visiting the clinic because it is a struggle to find transport.

- 1.6 Which of the following would not have a positive influence on lifestyle choices?
- A. Living in an area that has a lot of violence
 - B. Being surrounded by friends who have good morals
 - C. Women playing sports during prime-time TV
 - D. Parents setting clear rules and boundaries
- 1.7. You have to respect someone's beliefs even if they:
- A. Degrade or abuse children under the age of 18.
 - B. Participate in hate speech on social media.
 - C. Have religious beliefs that conflict with yours.
 - D. Discriminate against their classmates.
- 1.8 A positive role model is there to set a good example. A characteristic of a positive role model is:
- A. A peer who persuades you to have sex with your partner.
 - B. A celebrity shown to be winning races and using performance enhancers to do so.
 - C. A peer who spends their spare time offering assistance at old age homes.
 - D. A parent who chooses to hit you for failing your tests.
- 1.9 Which religion holds the belief: "Whatever happens to the individuals, affects the whole group. And whatever happens to the whole group affects each individual"?
- A. Judaism
 - B. African Traditional Religion
 - C. Islam
 - D. Buddhism
- 1.10 Domestic Violence may be defined as:
- A. When a husband buys his wife coal
 - B. Behaviour imposed by one person in a relationship on the other in order to control him/her
 - C. Behaviour shown by one person towards the other in a relationship
 - D. Physical abuse of an employer on his/her employee

Fill in your answers to Question 1 in the table below:

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10

Question 2:

Give ONE word/term for the following descriptions. Write only the word/term on the line below each question.

2.1 An unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury. (1)

2.2 Influence from friends or people in one's age group. (1)

2.3 A formal correspondence written by a previous employer of a job seeker that accompanies their CV and states why they are best suited for the job. (1)

2.4 The condition of being dependent on a particular substance or drug. (1)

2.5 Work that doesn't require a formal contract and usually isn't taxed. (1)

2.6 A category of drugs that make you feel awake and alert. That increases the heart rate and body temperature. (1)

2.7 A category of drug that slows down your reactions. (1)

2.8 A category of drug that distorts ones perception of reality (1)

2.9 A disease whereby the person is concerned about their weight and shape. The person will choose to overeat and then induce vomiting to remove the food from their body's. (1)

2.10 Someone who is looked up to with the intention of copying their behaviours. (1)

Question 3

Answer the following questions in full sentences:

3.1 Provide TWO ways in which job seekers could provide evidence of job shadowing and part-time work. (2x1) (2)

3.2 Explain THREE reasons why employers could want to hire candidates who display accountability. (3x2) (6)

3.3 Recommend how job seekers could ensure high levels of satisfaction in the working world.
(1x2) (2)

Section B: 40 Marks

Read the extract below and answer the questions that follow.

¹Sexting is a criminal offence for under 18's in South Africa.

As technology constantly evolves, parents and their teenagers have to be vigilant of the many threats that they may face. Peer pressure can also happen on social media. Teenagers must take responsibility to educate themselves about the possible dangers of sending sexts, even to other teenagers before they make a mistake and decide to engage in any sexual behaviours over social media.

Underage sexting may include an indecent image of a person under the age of 18 which is against the law even if it is an image of themselves. Distributing such an image to friends or peers via any form of text or social media is also illegal. Do not share such images! Teenagers may think that they can trust the people that they send the sexts to, but there are many stories of these messages or images being exposed. This can impact the teenagers, mentally, emotionally and socially.

It is extremely important to note that consent is always necessary with any sexual behaviour, including sexting. If a teenager receives an unwanted sext message, this is a form of sexual harassment and they do not have to tolerate it.

Glossary:

¹Sexting - the action or practice of sending sexually explicit photographs or messages via mobile phone.

[Adapted from <https://bedfordviewedenvalenews.co.za> Accessed: 09 September 2022]

4.1 Give a definition for the term '*peer pressure*' and state THREE ways in which someone could pressure a teenager to engage in sexting. (1+3) (4)

4.2 Explain TWO reasons why a teenager would decide to engage in sexual behaviours over social media. (2x2) (4)

4.3 Describe THREE negative social impacts teenagers could face if their sexually explicit messages are exposed. (3x2) (6)

4.4 Suggest THREE strategies that teenagers could use if they receive unwanted sexually explicit messages. (3x2) (6)

[20]

Question 5

Read the extract below and answer the questions that follow.

Preparing Generation Z for an Interview is Key to Success!

It is not doubted that with the influx of ¹Generation Z entering the job market currently, we're seeing the most technologically advanced group of professionals applying to jobs that have all these amazing dreams and ambitions about what they can do in the working world.

Where a lot of Generation Z'ers are failing though within the interview process and this is because they simply don't get the basics right. There are challenges that they don't see coming until it is too late. We should be educating young candidates on the formalities of an interview process to help them achieve success and satisfaction in the working world.

Glossary:

¹Generation Z - the generation born in the late 1990s or the early 21st century, perceived as being familiar with the use of digital technology, the internet, and social media from a very young age.

[Adapted from <https://parentinghub.co.za> Accessed: 12 May 2022]

5.1 Give a definition for the term *'interview'* and state THREE challenges Generation Z might face regarding the interview process. (1+3) (4)

5.2 Explain TWO ways in which knowledge of themselves in relation to the world of work could help Generation Z be more effective in interviews. (2x 2) (4)

5.3 Discuss THREE ways in which Generation Z could portray a positive personal appearance in an interview. (3x2) (6)

Section C: 30 Marks

Question 6 is a compulsory question that you will need to answer. You will need to choose between Question 7 or 8 as to which your second essay will be. Write your essays on the answer sheet provided. Correctly number the questions that you choose to answer.

Question 6 – COMPULSORY QUESTION

What to Know About South Africa's Marijuana Legalisation:

South Africa's constitutional court has recently ruled that personal use of cannabis is no longer a criminal offence, but the landmark ruling has left more questions than answers for many of the country's residents and visitors eager to light up. Until recently, all use of marijuana, also called dagga, in South Africa was totally illegal. But in 2018, the High Court ruled that South Africa's ban of the personal and private use of marijuana was an infringement on the country's "constitutional right to privacy".

Although the confirmation was met with celebration from those in favour of marijuana consumption, to the point that many people sparked up on the streets outside the court, experts have warned that the ruling is slightly more complex and nuanced than many realise. In fact, those who lit up on the steps of the Constitutional Court were in direct violation of the law. Deputy Chief Justice Raymond Zondo said that the judgement doesn't specify the amount that can be used by an adult in private use; this must still be determined by South Africa's parliament. He also clarified that "it must be for the personal use of the person".

[Adapted from www.theculturetrip.com. Accessed on 09 July 2019]

In a well constructed essay explain the effects of substance abuse by answering the following points:

- Define the term substance abuse and mention TWO health risks of long-term substance abuse. (1+2)(3)
- Discuss THREE ways that this new law could lead to risky behaviour. (3x2)(6)
- Suggest TWO ways one could convince a peer not to get involved with marijuana (weed). In your answers, indicate the positive impact of EACH of these suggestions. (2x3)(6)

[15]

Question 7:

Why women have less power than you think

The discovery that more men than women hold positions of power rarely comes as a surprise. However, countries can sometimes stand out for their efforts at getting women into positions of power. For example, Rwanda's appointment of a cabinet in which half of the posts went to women. Its move came just days after a gender-balanced cabinet was named in Ethiopia. Elsewhere in the world, there are many striking examples of women having equality with men, or even outperforming them, in other jobs that offer power and influence. Walk into a courtroom in Slovenia and the judge is four times more likely to be a woman than a man. Yet while it may seem obvious that other countries could learn from these examples, it is often worth asking ourselves where influence really lies.

In opposition to the above, the US confirmed judge Brett Kavanaugh to the US Supreme Court, despite allegations of sexual assault - which he denied. The Supreme Court - in which three of the nine judges are women - is an example of a system in which top judges wield considerable power. As in the UK, the legal system is based on common law. In the US judges are often appointed late on in their careers - sometimes through male-dominated networks - and the law is based on their decisions and example. By contrast, in other countries such as France and Slovenia, judges' power is far more controlled - judges have less discretion to make their own interpretations. Furthermore, law graduates become judges by passing a competitive exam to enter training straight after graduating. The fact that positions are allocated on academic merit rather than via a tap on the shoulder makes a big difference.

[Adapted from <https://www.bbc.com>. Accessed on 08 July 2019]

In a well constructed essay write paragraphs on gender and power within the workplace.

Use the following as a guideline:

- Define the term gender and mention two ways gender can lead to unequal power relations in the workplace. (1+2)(3)
- Discuss THREE ways citizens could address gender issues in the workplace. (2x3)(6)
- Suggest TWO ways that having more women in positions of power could affect the well-being of the country's population. (1 x 2)(2)
- In your answer, also indicate how EACH suggestion could lead to more women in power in future generations. (2x2)(4)

[15]

Question 8:

Study the following image and answer the questions that follow.



Write paragraphs on abortion.

Use the following as a guideline.

- Define the term '*abortion*' and provide TWO reasons why a woman may feel the need to have an abortion. (1+2)(3)
- Analyse TWO arguments that supports a woman's right to choose to have an abortion. (2x4)(8)
- Evaluate a psychological consequence for a teenager who chooses to have an abortion. (1x4)(4)

[15]

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1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
C	A	D	A	C	A	C	C	B	B

Question 2

2.1 – Accident

2.2 – Peer Pressure

2.3 – Testimonial

2.4 – Addiction/Addict

2.5 – Informal Job/Unskilled labour

2.6 – Stimulants

2.7 – Depressants

2.8 – Hallucinogens

2.9 – Bulimia

2.10 – Role Model

Question 3

3.1 Provide TWO ways in which job seekers could provide evidence of job shadowing and part-time work. (2x1) (2)

Marks should be awarded as follows:

ONE (✓) mark for a well explained response

Job seekers could...

- ask their mentor to provide them with a written testimonial. (✓)
- produce a career portfolio of their involvement in various work situations. (✓)
- gain their supervisor's permission to use them as a reference. (✓)
- write a report on their time spent working as part of their career portfolio.(✓)
- ask peers/ colleagues that worked with them to confirm their experiences.(✓)

Any TWO of the above for ONE mark each.

(2x1) (2)

3.2 Explain THREE reasons why employers could want to hire candidates who display accountability. (3x2) (6)

Marks should be awarded as follows:

TWO (✓ ✓) marks for a well explained response

Employers could...

- be aware that employees who take accountability for their mistakes are more likely to learn and grow (✓) and will therefore produce work of a higher standard/as they are an embodiment of good values/ethical behaviour.(✓)
- want someone who hold themselves and team members accountable for their work (✓) which would help create teams with a high standard or work/ that work well together. (✓)
- hope that this accountability will lead to good communication of problems ahead of time (✓) meaning that problems can be solved quickly/ before they become unsolvable. (✓)
- trust employees with high levels of accountability to do the right thing (✓) which would lead to better/ more trusting work relationships/ interactions.(✓)
- know that they/ fellow workers could rely on the employee to get their job done (✓) and they will therefore not have to waste time following up/ which could lead to healthy and happy teamwork.(✓)
- hope that the candidate will demonstrate the same level of accountability for their personal and professional performance (✓) which could encourage them to meet targets/ exceed their goals. (✓)

Any THREE of the above for TWO marks each

(3x2) (6)

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

3.3 Recommend how job seekers could ensure high levels of satisfaction in the working world. (1x2) (2)

Marks should be awarded as follows:

TWO (✓ ✓) marks for a well explained response

Job seekers could...

- research the vision/ mission of companies that they wish to apply for (✓) so that they do not end up at a company where they do not fit in/ feel does against their personal values or believes. (✓)

- find out if there are opportunities for growth within the company (✓) so that they do not stagnate/ constantly have professional goals to keep them motivated. (✓)
- commit to personal and professional development even while they are at work (✓) so that they can challenge themselves mentally/ professionally.(✓)
- ensure that they acquire as many relevant qualifications as possible (✓) as this can ensure that they have more options to move around within a company/ find a job that they like. (✓)
- speak to current employees before accepting a job (✓) which could help them identify any unsavoury behaviour/ situations within the company which would make their work unbearable. (✓)
- ask a liaison/ the interviewer what they should prepare for their first day (✓) so that they can start their time at the company on a positive note and set the tone. (✓)

Any ONE of the above for TWO marks (1x2) (2)
(i.e. ONE mark for statement and ONE mark for qualifier / explanation)

[10]

SECTION B

Question 4

- 4.1 Give a definition for the term '*peer pressure*' and state THREE ways in which someone could pressure a teenager to engage in sexting. (1+3) (4)

Marks should be awarded as follows:

ONE (✓) mark for a correct definition.

Peer pressure is...

- physical/emotional/psychological pressure applied on someone to do things against his/her wishes because the group he/she is associated with does it. (✓)
- doing certain things for the fear of being regarded as uncool/not clever/not stylish/backwards etc. (✓)
- explicit verbal/ written influence from people of a similar social standing. (✓)
- indirect encouragement through our age group's actions and interactions to behave in a certain way. (✓)

- being made to feel as though we must speak/ act in a similar way to those around us. (✓)
- feeling the need to gain respect of others by behaving in a way we think will make us fit in with them/ make them happy. (✓)

Any ONE of the above for ONE mark.

AND

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

Someone may apply pressure by...

- making an ultimatum/challenge for the teenager to keep/maintain your friendship after sexting. (✓)
- bombarding the teenager with constant requests. (✓)
- sending their own explicit texts first. (✓)
- guilt tripping them for not sending something. (✓)
- threatening them with physical/ social emotional harm. (✓)
- comparing the teenagers to others. (✓)
- trying to make the teenager believe that sexting is normal. (✓)
- being emotionally manipulative. (✓)

Any THREE of the above for ONE mark each

4.2 Explain TWO reasons why a teenager would decide to engage in sexual behaviours over social media. (2x2) (4)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Teenagers could...

- want to impress the person that they are talking to (✓) and so they push themselves to send the sexts, even if they are uncomfortable. (✓)
- be under the impression that everyone else is doing it (✓) and so they don't want to seem uncool/ like they don't fit in. (✓)
- be dating someone older/ more experienced than them (✓) and feel the need to keep them around by sending sexts. (✓)
- think that there is nothing wrong/ illegal about sending explicit texts (✓) and so they send them, believing that it is alright/ not a problem. (✓)

- trust the person that they are sending the sext to (✓) and they send the sext believing that no one else will see it/ know. (✓)
- get caught up in the heat of the moment (✓) and send a sext without truly thinking of the repercussions. (✓)
- have been groomed by someone close to them (✓) and so the sext seems like the acceptable next step in their relationship. (✓)
- feel threatened/ scared by the person that they are sexting (✓) and so they send the explicit text hoping to avoid possible violence/ abuse. (✓)
- be reliant on a person for money/ food/ shelter/ basic needs (✓) and so they send the explicit text as a form of exchange in order to survive. (✓)

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

4.3 Describe THREE negative social impacts teenagers could face if their sexually explicit messages are exposed. (3x2) (6)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Teenagers could...

- be called derogatory/offensive names by their peers/ those around them (✓) as this sort of behaviour is often stigmatised/ is considered to be morally wrong. (✓)
- become ostracised/segreated/excluded by their peers (✓) who don't want to associate with someone who would send such things. (✓)
- receive indecent/inappropriate propositions from those they previously considered friends (✓) as they may label you as someone who engages in this sort of behaviour regularly. (✓)
- face bullying from those around them (✓) making them feel isolated/ alone. (✓)
- be laughed at/ shamed by those who have seen the sexts (✓) causing them to lose faith in the people around them. (✓)
- be disallowed from seeing their friends (✓) as their friends' parents do not want their children to associate with them. (✓)
- face possible legal consequences such as community service (✓) which could make it difficult for them to socialise as they usually would. (✓)
- find their story posted all over social media (✓), meaning that they have notoriety no matter where they go. (✓)

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

4.4 Suggest THREE strategies that teenagers could use if they receive unwanted sexually explicit messages. (3x2) (6)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Teenagers could...

- speak to trusted adult (✓), who can then advise them on the next steps to take. (✓)
- make it clear to that person that such messages are unwanted and not acceptable (✓) and that they will take further action if that person continues to send such content. (✓)
- report the messages to appropriate legal authorities (✓) who can then open a case against this person. (✓)
- block the person on social media (✓) as it isn't worth talking to people who push them to participate in sexual behaviours that they have not consented to. (✓)
- report the content to the social media platform that is being used (✓) as they will investigate the person and make sure that they don't continue to misuse the platform. (✓)
- if the person is at their school, they could approach a teacher/ school councillor (✓) and ask them to speak to the person as they are not comfortable doing so. (✓)
- delete the message immediately and explicitly distance themselves from the content (✓), else they can also be prosecuted by legal authorities. (✓)
- inform that person that sending such content to them is illegal as they are under 18 (✓) and they should stop immediately, else they can face legal action. (✓)

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 5

5.1 Give a definition for the term 'interview' and state THREE challenges Generation Z might face during the interview process. (1+3) (4)

Marks should be awarded as follows:

ONE (✓) mark for a correct definition.

An interview is...

- a professional meeting (physical or virtual) conducted by company officials/ hiring agents who are looking to hire new employees. (✓)
- a space where company representatives/ future employers can ask job seekers key questions to gather their level of professionalism/to determine the suitability of a prospective employee to the requirements of the job/career/profession/work. (✓)
- when a senior person/a designated person from an institution/firm/organization is assigned duty/tries to get to know an applicant better in order to determine if they would be a good fit for the company. (✓)
- an attempt to gather more information about a job seeker's qualifications and experience to see if there are capable of fulfilling the role and its subsequent responsibilities. (✓)

Any ONE of the above for ONE mark.

AND

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

Challenges may include:

- Tendency of being nerdy to the annoyance of the interviewer. (✓)
- Inability to project a professional façade/dressing inappropriately/wearing of tattoos/unkept hairstyle etc. (✓)
- Inattentiveness to the questions resulting in inadequate responses been given. (✓)
- Being unable to relate to their interviewers/not facing the interviewer suggestive of listlessness/evasiveness/dubiousness. (✓)
- Becoming stressed by the new experience/overwhelmed by the process. (✓)
- Not having anyone to help them prepare for the interview/ guide them on the interview process. (✓)
- Underestimating the level of the questions. (✓)
- Finding it difficult to maintain the necessary level of formality. (✓)

- Struggling to put together a professional wardrobe as they have never needed one before. (✓)
- Ensuring that they have reliable transport to the venue. (✓)

Any THREE of the above for ONE mark each

5.2 Explain TWO ways in which knowledge of themselves in relation to the world of work could help Generation Z be more effective in interviews.

(2x2) (4)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Generation Z could...

TEACHER NOTE: This is about the interviewee and not the interviewer.

- add more depth to their interview answers/making use of practical/real life experiences to put their ideas across (✓) in order to demonstrate their connectedness to the realities of the workplace/ to debunk the myth that they are aloof/cut off from reality/ to convince the interviewer of their suitability to the job. (✓)
- be able to answer surprise/ unexpected questions quickly/effectively (✓) which would indicate to the interviewer that they are good at thinking on their feet/ that they know and believe in what they say. (✓)
- display a higher sense of confidence/ self-assurance in the way they answer/ carry themselves (✓) causing them to make a better first impression to the interviewer. (✓)
- subconsciously demonstrate their high level of self-knowledge through the way they act/ talk in the interview (✓) which would make them more appealing to an employer as this is a highly sought-after skill in the working world. (✓)
- be better able to predict how answers will be perceived by the interviewer (✓) and they can use this awareness to adapt their answers to display themselves in the best possible light. (✓)
- use their high self-knowledge to set themselves apart from other candidates (✓) and in doing so will make themselves the best option for employment. (✓)
- feel comfortable with their ability to answer tricky questions using this knowledge, (✓) meaning that they can feel calmer and more clear headed within the interview. (✓)

Any TWO of the above for TWO marks each

(2x2) (4)

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

5.3 Discuss THREE ways in which Generation Z could portray a positive personal appearance in an interview. (3x2) (6)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Generation Z could

- research the typical dress code of the company (✓) and adapt their wardrobe to emulate this style. (✓)
- ask a trusted adult their opinion on relevant/desired outfit for the specific interview before they actually go (✓) which could help them pinpoint possible wardrobe errors in advance. (✓)
- plan out what they will wear to the interview a couple of days before (✓) so that they have time to purchase/ borrow anything that they might be missing. (✓)
- lay their outfit out the night before (✓) so that they don't have to stress trying to find things just before the interview. (✓)
- ensure that they practice good hygiene on the day of the interview (✓) as interviewers may be put off by body odours/ signs of bad hygiene. (✓)
- make sure that hair/ makeup/ accessories are in line with the company dress code (✓) so that the interviewer doesn't have to worry about them bringing down the company's professional image into question if they are hired. (✓)

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

5.4 Advise your friends as members of Generation Z on how they can prepare themselves for success in their interviews. (3x2) (6)

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Generation Z could...

- acquaint themselves with how interviews are conducted (✓) so that they do not get confused/ flustered by the process. (✓)
- practice interview questions with a friend or loved one (✓) so that they have answers ready for potentially difficult questions / aren't caught by surprise. (✓)

- eat a decent meal in the morning / beforehand (✓) which could make it easier for them to focus on the interviewee and their questions. (✓)
- do in depth research on the company beforehand (✓) so that they know more than the average candidate. (✓)
- prepare thoughtful questions to ask the interviewer (✓) so that they don't look unprepared if the interviewer gives them a chance to ask questions/ so that they can ensure that the job is the best fit for them as well. (✓)
- read through the job advert again before the interview (✓) so that you can keep the requirements in mind and tailor your answers accordingly. (✓)
- go on as many interviews as possible (✓) to get used to the pressure so that when you interview for a job that you want, it is less stressful. (✓)
- practice a professional tone of voice/ body language, (✓) so that it will be easy and natural for them to display a professional persona within the interview. (✓)

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

[20]

[TOTAL SECTION B: 40 MARKS]

Section C: 30 Marks

Question 6 is a compulsory question that you will need to answer. You will need to choose between Question 7 or 8 as to which your second essay will be. Write your essays on the answer sheet provided. Correctly number the questions that you choose to answer.

Question 6 – COMPULSORY QUESTION

What to Know About South Africa's Marijuana Legalisation:

In a well constructed essay explain the effects of substance abuse by answering the following points:

- Define the term substance abuse and mention TWO health risks of long-term substance abuse. (1+2)(3)
- **Substance abuse: the overuse of a drug or alcohol to the point that it affects one's health. ✓**
 - **Loss of fine motor functions, e.g. shaking ✓**
 - **Decrease in brain activity (memory, concentration) ✓**
 - **Inability to feel emotions as strongly ✓**
 - **Psychosis ✓**
 - **Extreme cases can lead to death ✓**
 - **Collapsed veins (if consuming substances via injection) ✓**
 - **Intense cravings ✓**

- Weakened immune system✓
 - Increased strain on liver✓
 - Nausea/ vomiting ✓
 - Seizures✓
 - Strokes✓
 - Heart conditions✓
 - Accept alternative answers
-
- Discuss THREE ways that this new law could lead to risky behaviour. (3x2)(6)
 - Increase the number of people who use Marijuana✓ who will then suffer from negative side effects of the drug. ✓
 - People will be more likely to drive whilst under the influence of Marijuana,✓making risky driving decisions which could lead to accidents. ✓
 - People who are high will be less concerned with safe sex practices✓ which could result in an STI or unwanted pregnancy. ✓
 - Learners could take marijuana to decrease exam stress ✓which could negatively influence their ability to answer questions, causing them to do poorly. ✓
 - It could be used as a gateway drug ✓when the high is no longer enough and lead to more addictive/ life threatening drugs. ✓
 - Allow for alternative, well-reasoned answers.
-
- Suggest TWO ways one could convince a peer not to get involved with marijuana (weed). In your answers, indicate the positive impact of EACH of these suggestions. (2x3)(6)
 - Show them research ✓on the negative side effects of marijuana use✓ to scare them enough that they don't try it. ✓
 - Threaten to report them to their parents or teacher ✓ if they continue to abuse marijuana/ decide to start ✓so that they will stop because they want to avoid punishment. ✓
 - Show your friend that you are concerned✓ about them and try to help them with what caused them to want to experiment. ✓ They could decide to open up and you could discover a solution. ✓
 - Suggest going to speak to a professional/ psychologist✓ to deal with any underlying issues. ✓ The professional/ psychologist may be able to help them with these issues and suggest alternative solutions/ distractions from underlying issues. ✓
 - Keep them away from negative influences✓ so that they no longer feel the need to fit in with negative people. ✓ This will take away the need to take the drugs in order to be cool/ accepted ✓/or/ this will take away their access to the drug which will make it more difficult to partake. ✓
 - Distract them with fun and healthy activities ✓like sport so that they don't feel the need to experiment out of boredom. ✓ This could not only lead to extra bonding as friends but also give them a positive and healthy outlet for their frustrations. ✓
 - Allow for alternative, well-reasoned answers.

Question 7:**Why women have less power than you think**

In a well constructed essay write paragraphs on gender and power within the workplace.

Use the following as a guideline:

- Define the term gender and mention two ways gender can lead to unequal power relations in the workplace. (1+2)(3)
- **Gender: Socially constructed characteristics of men and women. ✓**
 - **Men are seen to be more professional/ work savvy ✓**
 - **Men get paid more ✓**
 - **Women are sexually harassed by men in the workplace. ✓**
 - **Men hold more positions of authority (e.g. manager, boss) than women. ✓**
 - **Allow for alternative, well-reasoned answers.**
- Discuss THREE ways citizens could address gender issues in the workplace. (2x3)(6)
- **Raise awareness ✓ through pamphlets, posters or other media. ✓**
- **Ask the boss to host a talk on gender rights in the workplace to help address problems that have arisen or could arise in the future. ✓**
- **Speak to HR to ask them to speak to any offenders ✓ so that they can rectify their behaviour. ✓**
- **Speak to offenders personally ✓ and encourage them to realise that their behaviour may be offensive or taken in a way they did not intend. ✓**

Allow for alternative, well-reasoned answers.

- Suggest TWO ways that having more women in positions of power could affect the well-being of the country's population. In your answer, also indicate how EACH suggestion could lead to more women in power in future generations. (2x3)(6)
- **It gives young women confidence to follow their dreams ✓ as they see that their goals are attainable ✓. They will therefore decide to work towards jobs where they can hold power. ✓**
- **It could show women that they can be powerful and deserve respect ✓ and they will be encouraged to not accept abuse or bad treatment in their daily lives. ✓ This will mean that women will not be defeated by negative behaviour as they work their way up to positions of power. ✓**

- It provides young girls with role models they can relate to, ✓ increasing their chances of attempting to model a healthy and successful individual instead of choosing someone harmful from the media. ✓ This means that more young women will become adults under healthy circumstances (without succumbing to peer-pressure, drugs, etc.) and be in better positions to work towards positions of power. ✓
- It proves to girls growing up that women are not weak and defenceless ✓ but rather powerful and strong therefore increasing their self-worth and self-esteem. ✓ They will feel more empowered and confident enough to reach for positions of power. ✓
- It will change men's perception of women as belonging in the home ✓ which means they will not place these expectations on the women in their life. ✓ This means that women who want to be in positions of power will not have to battle against implicit or explicit expectations/ beliefs in order to be a success. ✓

Allow for alternative, well-reasoned answers.

[15]

Question 8:

Any relevant definition for ONE mark

Abortion:

- the deliberate termination of a human pregnancy, most often performed during the first 28 weeks of pregnancy. ✓
- foetus or embryo removed or expelled from the uterus ✓
- getting rid of an unborn baby when the foetus is not viable ✓

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

A woman may feel that ...

- she cannot face the shame. ✓
- it would disappoint and bring shame to her family. ✓
- society would judge her harshly. ✓
- she may not want a reminder of past trauma in the case of rape. ✓
- avoiding the changes that will happen to her body is better. ✓
- she is unable to care for the child mentally /or/ emotionally. ✓
- she doesn't want to sacrifice her dreams / aspirations. ✓

- Analyse TWO arguments that support a woman's right to choose to have an abortion.
(2x4)(8)

Any TWO of the below or any relevant answer for FOUR marks each

(i.e. ONE mark for statement, ONE mark for elaboration, ONE mark for qualifier, ONE mark for outcome)

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

- Women have the right to control what happens in their own bodies ✓ even if that means abortion ✓ and should be allowed to avoid potential negative consequences ✓ that could occur because of the changes to their bodies as a result of pregnancy. ✓
- Some people are of the opinion that a foetus is not yet a human being ✓ as it is still in the process of developing / it is not conscious yet ✓ and therefore their rights should not officially be considered ✓ thus the mother's rights trump the unborn foetus. ✓
- Many neurologists believe that the cortex is necessary for the ability to feel pain ✓ and a foetus is unable to feel or process pain until the cortex fully forms at 26 weeks ✓, which means that it would only be inhumane well after most abortions are completed ✓ making it a perfectly acceptable and humanitarian practice. ✓
- Making abortion legal and taking away the stigma ✓ makes it easier for scared or desperate potential mothers to seek professional health ✓, thus ensuring that they get safe health care advice and procedures, ✓ which limits the chance of injury or harm to the mother /or/ the foetus being harmed but not terminated effectively. ✓
- Abortion can save potential mothers from poverty and destitution ✓ as many mothers do not have the financial means to support themselves and another mouth ✓ and means that there will be one less child starving ✓ and meaning that the overall quality of life the mother may have would be better. ✓
- Adoption is not always an option in South Africa ✓, as there are so many children in need of homes that orphanages and adoption agencies are often overrun ✓ therefore abortion would relieve the strain on adoption agencies ✓ and allow South Africa a chance to help the already existing children. ✓

- Evaluate a psychological consequence for a teenager who chooses to have an abortion.
(1x4)(4)

Any ONE of the below or any relevant answer for FOUR marks each

(i.e. ONE mark for positive statement, ONE mark for qualifier, ONE mark for negative statement, ONE mark for qualifier)

i.e. To be awarded the full FOUR marks for an EVALUATE question: candidates must give a statement, ✓ qualify the statement, ✓ give a second statement ✓ and qualify the second statement ✓

- Potential mothers may later realise that they would have been able to care for the baby ✓ which could lead to feelings of regret and inner conflict. ✓ However, had they kept the baby, they could have felt similar regret ✓ which could have traumatised not just the mother but the child as well. ✓
- Teenagers may struggle to cope with daily life after having to make such a difficult decision. ✓ Their mental strain could even lead to failing school or turning to substances. ✓ Having said that, they could also struggle to cope with the stigma from friends or peers at school, should they choose to keep the child ✓ which could cause low self- esteem or feelings of worthlessness. ✓
- Such teenage girls may feel extreme guilt over the fact that they have ended a life ✓, which could cause them to withdraw from loved ones / isolate from society. ✓ However, had they kept the child, they may have been forced to withdraw from school and friendship circles because of judgement ✓ which could have led to further psychological damage in the form of insecurities and the belief that they are unworthy of friends / education because of their status as a teen-mother. ✓

[15]