



# Hillcrest High School

Grade 11

## LIFE ORIENTATION

NOVEMBER 2023

**MARKS:** 100

**EXAMINER:** Mr. B. White

**TIME:** 2 Hours

**MODERATOR:** Mrs. S. Kowlesur

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

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

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

<b>MARKING GRID: To be completed by marker and moderator</b>				
<b>Question</b>	<b>Total</b>	<b>Mark</b>	<b>Mod</b>	<b>Date &amp; Initial</b>
<b>1</b>	<b>10</b>			
<b>2</b>	<b>10</b>			
<b>3</b>	<b>20</b>			
<b>4</b>	<b>20</b>			
<b>5</b>	<b>20</b>			
<b>6</b>	<b>20</b>			
<b>7</b>	<b>20</b>			
<b>TOTAL</b>	<b>100</b>			

## **Section A: 20 Marks**

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

- 1.1 Which of the following people would make a positive role model?
- A. A social media influencer who promotes physical fitness and emotional health.
  - B. A doctor who drinks excessively because they cannot save everyone.
  - C. A parent who tries their best but sometimes gives in to unsafe behaviour.
  - D. A community leader who settles disputes with personal interests in mind.
- 1.2 Jenal made the unsafe decision to drive when she didn't have her driver's and caused an accident. What can she do to take responsibility?
- A. Drive away from the scene of the accident to avoid being arrested.
  - B. Blame someone else so the insurance could be convinced to pay.
  - C. Apologize to all parties involved and accept consequences.
  - D. Call a friend in the law enforcement to bail her out.
- 1.3 Which socio-economic aspects could make someone more likely to make unhealthy lifestyle choices?
- A. Poor literacy, unfavourable social environments and peer pressure
  - B. Low income, unfavourable social environments and poor social skills
  - C. Unfavourable social environments, poor social skills and poor literacy
  - D. Poor literacy, low income and unfavourable social environments
- 1.4 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.
- 1.5 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

- 1.6 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.
- 1.7 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.
- 1.8 Sexually transmitted infections will not be passed on by:
- A. Sexual intercourse.
  - B. Shaking hands with someone already infected with an STI.
  - C. Oral sex.
  - D. Sharing needles with an infected person.
- 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 Physical consequences of abortion include:
- A. A Runny nose
  - B. Nightmares
  - C. Excessive bleeding
  - D. Depression

**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)

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2.2 Two Latin words meaning, the course of one's life. (1)

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

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

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2.5 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)

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2.6 A term used to define whether a person is born as a male or a female. (1)

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2.7 Sexual Intercourse between people who are too closely related to marry each other. (1)

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2.8 The process of providing the body with the necessary food and substances for growth, health, and functioning. (1)

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2.9 An individual's emotional, cognitive, and behavioural well-being, encompassing factors such as emotional stability, resilience and a positive sense of self. (1)

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2.10 Able to understand what someone else is feeling. (1)

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**[TOTAL SECTION A: 20 MARKS]**

**SECTION B: (Compulsory)**

Answer all questions in this section. Write your answer in full sentences.

**Question 3:** Read the extract below and answer the questions that follow.

**Measures to prevent teenage pregnancy:** Department of Social Development

*Risk of pregnancy!!!!*

The Department of Social Development has started its <sup>1</sup>roundtable discussions around the country to strengthen the existing child protection system to prevent teenage pregnancy. Statistics South Africa revealed that the country recorded 34 587 teenagers who gave birth in the 2020/21 financial year. The high number of teenage pregnancies should be a cause for concern. Teenage pregnancy is a <sup>2</sup>multifaceted problem that requires a comprehensive intervention,” Notably, strong cultural, religious and personal belief systems play a role towards incidents of teenage pregnancy and that has negative consequences on teen-mothers. Teenagers are faced with the unfortunate fate of being involved in risky behaviours, as part of growing up. Some don’t survive that phase, as it may eventually affect their entire lives.

The round table discussion agreed that there is a need for a <sup>3</sup>holistic approach to address the challenge of teenage pregnancy. There have been interventions and continuous campaigns by the Department of Health in the past but the numbers are not going down which should be a serious concern for the country. Teenage mothers may have to drop out of school due to their increased responsibilities and could struggle to get a job in order to support themselves and their babies.

Glossary:

<sup>1</sup>**roundtable discussions:** small group discussions where everybody has an equal right to participate.

<sup>2</sup>**multifaceted:** A problem with many sides/angles/manifestations.

<sup>3</sup>**holistic approach:** an undertaking to provide support by looking at the different sides of the problem leading to understanding how the whole problem is like.

[Adapted from <https://www.gov.za> Accessed:28 July 2022]

- 3.1. Define the term ‘teenage pregnancy’ and mention THREE reasons why South Africa could have a high rate of teenage pregnancy. (1+3) (4)

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3.2. Provide TWO ways in which a strong religious belief system may decrease the chances of behaviours that could lead to teenage pregnancy. (2x1mark) (2)

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3.3. Discuss TWO time-management skills that teenage mothers could use to stay up to date with their studies despite their increased responsibilities. (2x2marks) (4)

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3.4. Describe TWO risky behaviours that could lead to teenage pregnancy. (2x2marks) (4)

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3.5. Suggest THREE practical strategies that teenage mothers could use to find a job to support themselves and their children. (3x2marks) (6)

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#### Question 4

Read the extract below and answer the questions that follow.

### **<sup>1</sup>Sexting 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:**

**<sup>1</sup>Sexting** - 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)

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4.2. Explain TWO reasons why a teenager would decide to engage in sexual behaviours over social media.  
(2x2marks) (4)

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4.3. Describe THREE negative social impacts teenagers could face if their sexually explicit messages are exposed.  
(3x2marks) (6)

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4.4. Suggest THREE strategies that teenagers could use if they receive unwanted sexually explicit messages.  
(3x2marks) (6)

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**[TOTAL SECTION B: 40 MARKS]**

## SECTION C - 40 marks

**Question 5** will be **compulsory** for you to answer. You will need to **choose between Question 6 or 7**  
**Your responses must consist of paragraphs. Marks will only be allocated for responses written in full sentences.**

### Question 5

Study the cartoon below and answer the questions that follow.



Write paragraphs on competencies and social media usage in the job application process.

Use the following as a guideline:

- Define the term '*competencies*' and give THREE examples of positive ethics that are part of required workplace competences to enhance employability. (1+3) (4)
- Analyse the impact of unethical usage of social media on high schoolers' attempt to be taken seriously in the world of work (2x4marks) (8)
- Critically discuss how certain work ethics such as irresponsible usage of social media could harm an employee's attempts to develop his/her career. (2x4marks) (8)

[20]





**Question 6: Study the extract below and answer the questions that follow.**

**Managing Religious Diversity in the South African workspace**

Religion plays a <sup>1</sup>pivotal role in the lives of the majority of South Africans. During the apartheid era, religious freedom and accommodation within the workplace was restricted. In 1994, with the election of a democratic government, South Africa witnessed an increase in the number of diverse religions in the workspace, contributing towards harmony at work. For the first time in South African history, religious freedom was guaranteed by the constitution.

Glossary:

<sup>1</sup>Pivotal – something important for achievement of something

*[Adapted from: <https://www.researchgate.net> on 12 September 2022]*

Write paragraphs on diverse religions and harmony within the workplace

Use the following as a guideline:

- Define the term '*harmonious society*' and give THREE characteristics of a harmonious society within the workplace. (1+3) (4)
- Analyse how diverse religions could help to create a harmonious society within the workplace. (2x4marks) (8)
- Critically discuss how the workplace could accommodate diverse religious beliefs and practices. (2x4marks) (8)

**[20]**

## Question 7

Read the extract below and answer the questions that follow.

### **A Tough Decision: Abortion or Pregnancy!!!**

#### *Risk of teenage pregnancy*

The effects are huge and may affect your future plans and your being in society. As such it may have negative psychological, emotional, social and physical effects, depending on your decisions influenced by those you are related to.

[Adapted from: <https://www.healthline.com> Accessed:12 August 2022]

Write paragraphs on conflict over the ethical issue over abortion.

Use the following as a guideline:

- Define the term '*psychological health*' and give THREE ways in which the tough decision to abort or not abort an unwanted pregnancy could be detrimental to someone's psychological health. (1+3) (4)
- Analyse how an unplanned pregnancy could disrupt study goals. (2x4marks) (8)
- Evaluate the effects of societal beliefs to keep an unplanned pregnancy on the decisions that a teenager could make about either keeping the pregnancy or aborting it. (2x4marks) (8)

**[20]**





## MEMO

### Question 1

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

Give ONE word/term for the following descriptions. Write only the word/term next to the question numbers (2.1 to 2.10) in the ANSWER BOOK.

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

Accident \_\_\_\_\_

- 2.2 Two Latin words meaning, the course of one's life. (1)

Curriculum Vitae \_\_\_\_\_

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

Addiction/ Addicted \_\_\_\_\_

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

Stimulants \_\_\_\_\_

- 2.5 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)

Bullimia \_\_\_\_\_

- 2.6 A term used to define whether a person is born as a male or a female (1)

Sex \_\_\_\_\_

- 2.7 Sexual Intercourse between people who are too closely related to marry each other.

Incest \_\_\_\_\_

2.8 The process of providing the body with the necessary food and substances for growth, health, and functioning.

## Nutrition \_\_\_\_\_

2.9 An individual's emotional, cognitive, and behavioural well-being, encompassing factors such as emotional stability, resilience and a positive sense of self.

## Psychological health/ mental health \_\_\_\_\_

2.10 Able to understand what someone else is feeling.

## Empathy \_\_\_\_\_

3.1. Define the term '*teenage pregnancy*' and mention THREE reasons why South Africa could have a high rate of teenage pregnancy. (1+3) (4)

### **Marks should be awarded as follows:**

ONE (✓) mark for the correct definition

### **Teenage pregnancy is when...**

- a young woman under the age of 20 falls pregnant and develops a foetus inside her womb. (✓)
- a girl between the ages of 13 and 19 is carrying a baby. (✓)
- a young woman grows a foetus in her womb as a result of unprotected sexual intercourse/activity. (✓)
- an egg is fertilized inside the womb of an adolescent. (✓)

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

### **AND**

### **Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

### **Possible answers could include:**

- Education on sexual health could be delivered in a second language/ non- home language which is difficult to understand. (✓)
- Classes are often overcrowded in schools, meaning that many children aren't fully understanding the content. (✓)
- Some vulnerable teenagers are being coerced into unprotected sex. (✓)
- South Africa has high numbers of rape cases, which could result in teenage pregnancies. (✓)

- Gender biases/ stereotypes/ imbalances could make it difficult for teenage females to ask to use protection. (✓)
- It can be difficult to access contraceptives from clinics which are very far away. (✓)
- Contraceptives are known to run out at distribution spaces. (✓)
- High instances of poverty lead sex to becoming transaction where young girls sleep with older men for protection/ favours/ gifts/ living expenses. (✓)
- Teen pregnancy has become the norm in certain areas which could promote instances of falling pregnant. (✓)

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

- 3.2. Provide TWO ways in which a strong religious belief system may decrease the chances of behaviours that could lead to teenage pregnancy. (2x1) (2)

**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

**A strong religious system could...**

- keep teenagers strong/resilient/not easy to persuade when they are faced with tempting behaviour. (✓)
- foster a deeper sense of personal morals and values which may discourage them from engaging in sexual behaviour. (✓)
- inculcate a sense of independence which could enable them to firmly stick to their decision not to engage in sexual behaviour. (✓)
- allow teenagers to know that they are valued by their deity/God/creator despite their unwillingness to partake in risky behaviour. (✓)
- provide teenagers with an outlet for concerns through prayer so that they can make decisions that they are comfortable with. (✓)
- take strength from a power higher than themselves thus guiding them. (✓)

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

**(2x1) (2)**

- 3.3. Discuss TWO time-management skills that teenage mothers could use to stay up to date with their studies despite their increased responsibilities. (2x2) (4)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Teenage mothers could...**

- create clear concrete goals (✓) so that they can stay motivated despite the challenges/ so that they may work towards accomplishing them, despite their increased responsibility. (✓)
- draw up a well-thought-out study timetable with clear time allocations (✓) so that they can plan for baby time and study time in advance. (✓)
- make sure that they say no to any extra tasks when they are overwhelmed (✓) which will allow them to meet their deadlines/ complete the already existing tasks on time. (✓)

- prioritise their most important tasks first (✓) so that they can get them out of the way without wasting time/ procrastinating. (✓)
- avoid time wasters such as social media/ electronic devices/ TV/ distractions until all tasks are completed (✓) so that they don't run out of time and end up stressed towards the end of the day. (✓)
- spend some time organising their spaces where they need to work and look after their baby (✓) so that they don't need to waste time searching for what they need and can finish their tasks faster. (✓)
- look after their health and well-being through getting enough sleep/ exercising/ eating a balanced diet (✓) as this will allow them to complete their tasks more efficiently. (✓)
- keep up to date with school notes by setting aside daily study hours (✓) so that they aren't left with a huge and unmanageable chunk of work. (✓)
- ask for help in advance (✓) so that loved ones can plan to look after the baby/ work through studies with them when they need more time/ assistance with their tasks. (✓)
- create to do lists where they can tick off tasks as they go (✓) because this can help them stay on track during the day/ keep them motivated to keep pushing during a hard day. (✓)

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

3.4. Describe TWO risky behaviours that could lead to teenage pregnancy. (2x2) (4)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Possible answers could include:**

- Using and abusing alcohol at such a young age (✓) can lead to errors in judgement like not using protection/ performing sexual acts they wouldn't usually. (✓)
- abusing illegal drugs or alcohol to the point where they pass out (✓) could lead to them being taken advantage of in their vulnerable state. (✓)
- Attending unsafe parties while underage (✓) could lead to their drinks being spiked making them more vulnerable to rape/ sexual assault (✓).
- Seeking approval through unhealthy relationships (✓) could cause teens to say yes to sex in order to keep the person interested. (✓)
- Dating someone older and more experienced than them (✓) could put teens in a difficult situation where they are asked for more than they are ready to give. (✓)
- Visiting their partner/ someone that they are attracted to alone at home/ without parents of loved ones to hold them accountable (✓) could lead to sexual tension that tempts them to go against their personal morals/ beliefs in a moment of passion. (✓)
- Meeting someone that they have only seen online without supervision/ someone else present (✓) could put them in contact with a predator that they cannot fight off. (✓)

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

- 3.5. Suggest and THREE practical strategies that teenage mothers could use to find a job to support themselves and their children. (2x3) (6)

**Marks should be awarded as follows:**

TWO (✓✓) marks for a well explained response

**Teenage mothers could...**

- study job adverts carefully for opportunities that link to their skillset/ level of experience/ qualification (✓) so that they are more likely to be hired. (✓)
- analyse job adverts to see exactly what they hiring agent is looking for (✓) so that they can tailor their application/ CV to highlight how they would be a good fit for the position. (✓)
- visit different companies to ask if they are looking for part time employees (✓) which will demonstrate their interest to the company/ allow the company a chance to meet them and get a better understanding of who they are. (✓)
- ensure that their letter of application/ CV is error free (✓) to make sure that they seem professional and take the job hunt seriously. (✓)
- email application letters and CVs to as many companies as possible (✓) so that they can store their documents on file for when they have a future opening. (✓)
- ask loved ones if they have heard of any opportunities that they can recommend (✓) which will allow the teenage mother to have a foot in the door and an advantage over other candidates. (✓)
- avail themselves for parttime/temporal/informal jobs (✓) which could enable them to earn some form of income/ which could put them at an advantaged stead for formal jobs/permanent employment. (✓)

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

- 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/segregated/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)*

## Question 5:

### Marks should be awarded as follows:

ONE (✓) mark for a correct definition

### Competencies are ...

- a combination of needed skills (soft and technical) relative to the job one is interested in. (✓)
- various acumen/insights/knowhow/set of skills that a person may develop for a given workplace. (✓)
- a person's particular abilities to complete a task well. (✓)
- skills that allow people to handle situations in a professional manner. (✓)
- when some is capable of doing something successfully/ at a high standard. (✓)

## AND

### Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

### Positive ethics include ...

- **Respect (co-workers/supervisors) (✓)**

- Punctuality (✓)
- Conscientiousness/carefulness/diligence (✓)
- Successful completion of tasks (✓)
- Dependability (✓)
- Consciousness of what to do (✓)
- Team player/ability to operate in teams (✓)
- Accountability (✓)
- Adapting to change (✓)
- Excellence (✓)
- Wanting to do your job (✓)
- Having enthusiasm (✓)
- Readiness to take new challenges (✓)
- Preparedness to think out of the box/ innovative (✓)
- Willingness to work. (✓)

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

Analyse the impact of unethical usage of social media on high schoolers' attempt to be taken seriously in the world of work

(2x4) (8)

**Marks should be awarded as follows:**

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

**High school learners could avoid...**

- sharing/ posting any posts that contain fake news (✓) as this indicates that they did not check the validity of any posts before sending/ sharing with others (✓) which could make a hiring agent question their attention to detail (✓) and in doing so, the hiring agent may pass them over for fear that they will do a half job. (✓)
- posting any photos where they are drinking/drunk/ seem like they are drinking or drunk (✓), as drinking excessively is not a healthy behaviour (✓) which could lead potential employers to think that they party/ drink excessively regularly (✓) and will not hire them for fear that they will bring the company's name into disrepute/ come to work intoxicated. (✓)
- allowing friends/ followers to tag them in inappropriate/ offensive content (✓) by publicly distancing themselves from this content through comments/ asking to have the post deleted/ reporting content (✓) as inaction implies that they agree with/ support the content (✓) and manager may need to discipline such people who could spread such views within the company/ associate the company with such views. (✓)
- posting provocative/ nude/ sexually explicit content (✓) which depicts themselves or others in compromising situations (✓) which could suggest that they do not consider such content/behaviour inappropriate (✓) and this could lead to managers/ other staff lose respect for them. (✓)
- defaming colleagues/ high profile individuals/ other people (✓) by naming and shaming them on social media for something that was said or done that they don't agree with (✓) which could lead to legal action against them, especially if the allegations aren't true (✓) and many companies might feel the need to distance themselves for fear of being caught up in said legal action. (✓)

- disparaging previous companies/ employers/ colleagues (✓) by moaning about them on statuses/ posts/ comments (✓) which could make their current company/ employer/ colleagues wonder if they will also be a target (✓) and this could lead to a lack of trust and distance between them and their co-workers. (✓)

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

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

Critically discuss how certain work ethics such as irresponsible usage of social media could harm an employee's attempts to develop his/her career. (2x4) (8)

**Marks should be awarded as follows:**

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

**Employees may...**

- be called in/subpoenaed/summoned by their superiors (✓) to talk about their social media usage/their profanity on social media (✓) which could be embarrassing for all involved (✓) and could lead to a work environment where they feel too uncomfortable to perform at their best. (✓)
- experience rumours being spread by those in their office who are discussing/ twisting their social media content (✓) and these rumours could stick (✓) leading to colleagues never viewing them in a positive/ professional light (✓) which could cause feelings of social isolation and dissatisfaction at work. (✓)
- face disciplinary action for their posts/ social media content (✓) if it does not align with the company's values/ morals (✓) which could make them look bad in front of management/ go on their record (✓) and this could make it likely that they will be passed over for promotions/ new opportunities. (✓)
- co-workers may lose faith in their abilities (✓) if they are able to view them acting ridiculously on social media (✓) which could mean that they actively try to avoid working with them (✓) meaning that these employees are constantly finding it difficult to work with those in their company. (✓)

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

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

[20]

**Question 6**

Define the term 'harmonious society' and give THREE characteristics of a harmonious society within the workplace. (1+3) (4)

**Marks should be awarded as follows:**

ONE (✓) mark for a correct definition

**A harmonious society is ...**

- a group of people working together to help each other despite their differences. (✓)
- a community where peaceful and healthy discussions are the norm. (✓)
- a space where everyone feels comfortable to celebrate their unique needs and practices. (✓)
- when everyone/ majority of people are able to understand, accept and appreciate the people around them. (✓)
- a community in which people respect/tolerate/understand each other despite their religious/cultural/racial/sexual differences. (✓)

**AND**

**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

**A harmonious workplace could include...**

- employees working together to reach a shared goal despite their obvious differences. (✓)
  - everyone feels comfortable and safe enough to discuss their problems as companions related to their problems. (✓)
  - complaints are given and received with understanding and respect (✓)
  - more productive staff due to clear and respectful communication/ teamwork. (✓)
  - customers/ clients being made to feel welcome and included in the harmonious workplace culture. (✓)
  - more people work collaboratively to create innovative solutions to companywide problems. (✓)
  - co-workers feel comfortable enough with each other to ask for help if they are struggling with a specific task/ to use a new method. (✓)
  - everyone is supportive of those who are experiencing challenges in their lives. (✓)
  - mental and emotional health of all employees is prioritized. (✓)
- Any THREE of the above for ONE mark each*

Analyse how diverse religions could help to create a harmonious society within the workspace. (2x4) (8)

**Marks should be awarded as follows:**

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

**Diverse religions could...**

- promote moral integrity (✓) as most religious beliefs contain moral values in their scriptures (✓) which will encourage all members of a society to hold themselves

accountable for their actions/ mistakes (✓) and in doing so, there is a greater sense of trust among society members. (✓)

- engender a sense of being able to differentiate between right and wrong (✓) as most religious beliefs have a code of conduct that governs their daily actions (✓) which could lead people to avoid immoral actions such as theft/ hate crime/ violence (✓) and in doing so, there would be fewer reasons for strife/misunderstanding/altercation. (✓)
- encourage forms of philanthropy/ compassion/ kindness (✓), for those who are less fortunate than themselves (✓) which could lead them to volunteer in charity organisations/ donate money to important causes (✓) and that could improve the overall quality of life in that society. (✓)
- create learning/ personal growth opportunities (✓) as people discuss their differences within their belief systems (✓) which could create deeper conversations with those around them (✓) and thus they form stronger bonds with those within their society. (✓)
- teach the importance of forgiveness and love for fellow man (✓) through demonstrations/ modelling of religious leaders (✓) which could mean that more people will forgive the mistakes of others instead of causing a fight (✓) and this could create a culture of peace instead of violence. (✓)
- provide people with solace in times of difficulty (✓) through scripture reading/ prayer/ religious gatherings (✓) which could help individual members remain psychologically healthy (✓) and so fewer people will feel the need to take out their negative feelings on others. (✓)
- teach honour and respect for those in authority/ elders (✓) and encourage people to work together with them (✓) meaning that they can learn from their valuable experiences (✓) and so they are more likely to grow into well-rounded/ wise society members. (✓)
- encourage times of rest and reflection (✓) by observing specific religious days/ festivals/ events (✓) and so people will prioritize this in a world of growing activity (✓) and in doing so they will maintain a level of calm/ peace which they can spread to others. (✓)

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

**(2x4) (8)**

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

Critically discuss how the workspace could accommodate diverse religious practices.

beliefs and

(2x4) (8)

**Marks should be awarded as follows:**

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

**The workplace could...**

- inform all employees that religious attire such as headscarves/ hats/ robes are welcome (✓) so that employees have explicit permission to adhere to such attire (✓) which could lead them to become more open and free about wearing their attire (✓) and in doing so, they may feel far more accepted within the workspace. (✓)
- host workshops/ team builders/ social gatherings for the company (✓), where everyone is invited to share their religious beliefs in a safe space (✓) which could lead them to feel more valued/ heard/ understood (✓) and so they may become more comfortable in sharing their religious beliefs/ practices in future. (✓)

- send out a companywide questionnaire (✓) and ask people what the company could be doing to accommodate religious practices/ beliefs(✓) which will allow them to get feedback that is specific to the religious beliefs within their workspace (✓) and thus they can tailor their approach to fit the specific needs of those within their company.(✓)
- reassess the workplace policy on religious beliefs and practices (✓) to ensure that it is as comprehensive and up to date as possible (✓) which could allow any victims of bullying/ religious discrimination a stronger path of recourse through the policy (✓) and this could discourage any further bullying/ discrimination in future. (✓)
- create an open door policy (✓) where all employees are encouraged to speak to management about specific issues relating to religious needs not being met/ discrimination/ workplace code not being inclusive (✓) which could create a sense of confidence/ faith that management will help in any way that they can (✓) and so they will bring problems forward in a respectful way to work towards a solution that benefits the entire workplace.(✓)
- research strategies that other companies have employed in the past (✓) and discuss with stakeholders which strategies would meet the particular needs of their company (✓) meaning that they are using tried and tested methods that have already proven effective (✓) and so they are more likely to meet with success when trying to accommodate religious diversity. (✓)
- hire external coaches/ trainers to give a speech on accommodating different religious beliefs (✓) as they have addressed this issue with many other companies before (✓) and so they will know the best way to educate staff members on acceptance and accommodation (✓) and in doing so the staff members will be able to implement the most up to date methods effectively. (✓)

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

**(2x4) (8)**

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

**[20]**

## **Question 7**

Define the term '*psychological health*' and give THREE ways in which the tough decision to abort or not to abort an unwanted pregnancy someone's psychological health. (1+3) (4)

which the tough could be detrimental to

**Marks should be awarded as follows:**

ONE (✓) mark for a correct definition

**Psychological health is ...**

- the particular way in which a person uses his/her level of mental abilities/wellness to interact/view/perceive/think/interpret events/life/people in his/her living environment in ways that make sense to him/her and those he/she shares a living space with. (✓)
- a person's level of mental maturity that enables one to lead a self-fulfilling social, emotional and behavioural life stemming from how he/she views life/thinks about life. (✓)

- the combination of how a person thinks, feels, and relates to the rest of the world. (✓)
- our mental and emotional state that dictates how we behave and deal with life's challenges. (✓)
- a person's mental and emotional well-being. (✓)

*Any ONE of the above for ONE mark.*

**AND**

**Marks should be awarded as follows:**

ONE (✓) mark for a well explained response.

**Decision makers could...**

- worry about how society/ loved ones will view them if they executed their decisions, either way. (✓)
- fear that their family/ loved ones/ friends will disown them because of the decision they could make. (✓)
- face extreme internal conflict over the decision/face interpersonal conflict about their decisions. (✓)
- become burned out/ depressed/ anxious because of the high level of stress over their decision. (✓)
- struggle to make peace with the fact that they may regret their decision at some point. (✓)
- be uncomfortable with the moral consequences of their decision. (✓)

*Any THREE of the above for ONE mark each*

Analyse how an unplanned pregnancy could disrupt study goals.

(2x4) (8)

**Marks should be awarded as follows:**

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

**An unwanted pregnancy could...**

- make it difficult for the teenager to attend school/pursue their educational goals (✓) where strict rules and social norms may make the teenager feel too ashamed to attend (✓) leading them to dropping out of the schooling system completely (✓) and in doing so, be unable to apply for the tertiary studies that they may have been aiming for. (✓)
- increase the need for doctors' visits (✓) as pregnancy may require routine check-ups/ needing them to skip key classes (✓) which could lead them to miss important work (✓) resulting in them not performing in their academic work as earlier planned. (✓)
- cause teenagers to be disregarded/ bullied by their peers (✓) who could mock them for their pregnancy/ decisions (✓) which could lead to psychological ill-health (✓) and this could cause their school grades to slip/drop. (✓)

- mean extra financial strain (✓) as teenagers would have added expenses such as doctor's expenses for the child once they are born (✓) which means that there may not have the essential tertiary application fee (✓) and that may hamper their efforts to earn a deserved space at tertiary education institutions. (✓)
- experience increased internal conflict (✓) as they may have gone against their morals/ beliefs (✓) which could lead them to question their purpose in life/ have an existential crisis/ become depressed (✓) and they may feel the need to give up on their educational goals/ commit suicide. (✓)
- increase hormonal changes/ health complications accompanying their pregnancy (✓) making it difficult for them to concentrate while in class (✓) which could make it difficult for them to perform well in exams/ at school (✓) and this could result in them not qualifying for bursaries or scholarships that they needed to pursue their dreams. (✓)

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

**(2x4) (8)**

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

Evaluate the effects of societal beliefs to keep an unplanned pregnancy \_\_\_\_\_ on the decisions that a teenager could make about either keeping the \_\_\_\_\_ pregnancy or aborting it. \_\_\_\_\_ (2x4) (8)

**Marks should be awarded as follows:**

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

**An unexpected mother could...**

- believe that a foetus is a human being that can feel pain (✓) and therefore abortion is a form of murder which violates the foetus's right to life(✓), however, the mother is also a being that deserves human rights and having the baby may take away her right to safety and security/ a safe and healthy environment(✓) if she cannot afford to have the baby in a medical facility/ will have to live in poverty because of the added expenses of a baby. (✓)
- have strong religious views that are completely against abortion (✓) and never consider abortion because it goes against the very core of her being (✓), however, other religious views may promote forgiveness and understanding for mistakes (✓), which could provide unexpected mothers with solace should they decide to seek an abortion. (✓)
- feel that unborn foetuses are completely innocent (✓)and so they deserve a safe start to life (✓), however, the baby may be a product of sexual assault/ rape (✓) and the mother would also be innocent and deserve to start over without the reminders of a time when she was unsafe. (✓)
- worry that there is no way to get input from the foetus (✓), which troubles many people, as the future child may have wanted to live (✓), however, the foetus may have preferred abortion to living in poverty/ as an unwanted child (✓), meaning that it is difficult to make a decision-based conjectures about what the unborn foetus would want. (✓)
- be aware that abortions are not always safe(✓) and can lead to complications and harm to the mother as well as the child(✓), however, this would most likely apply to backyard abortions(✓), meaning that should the mother be able to seek an abortion at a reputable medical facility, they may even be safer (✓)/or/ however, some pregnancies can cause health risks for the mother(✓) and so it would actually be safer and healthier for the mother to seek out an abortion. (✓)

- concern herself with the psychological consequences for both herself and her partner should they decide to abort (✓) as they may feel traumatised by the procedure/ later regret their decision (✓), however, the parents and unwanted child may be psychologically traumatised by the life that they are all forced to live because of the pregnancy (✓), which could lead to abuse/ neglect/ suicide/ substance abuse. (✓)
- berate herself for taking the easy way out/ avoiding the consequences of her actions (✓) and decide to keep the baby because she feels that it is her responsibility (✓), however, the couple may have been responsible and used protection and the pregnancy is a result of a broken condom/ contraceptive malfunction (✓) which was not their fault and therefore they may not have to feel responsible for the result. (✓)
- have found one of the many couples looking to adopt children (✓) and knows that these people would give the child a good life (✓), however, there are far more children looking for parents than there are parents looking to adopt (✓) and one more child could just add to the problem. (✓)

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

**(2x4) (8)**

*(i.e. To be awarded the full FOUR marks for an EVALUATION question:*

*candidates must give the first a statement, (✓) and qualify it (✓). Additionally, the learner should give another statement (✓) and qualify that statement. (✓))*

**[20]**