



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**LIFE ORIENTATION
EXEMPLAR 2012
MEMORANDUM**

MARKS: 75

This memorandum consists of 10 pages.

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | | |
|-----|---|---|----------|------|
| 1.1 | 1.1.1 | D ✓ | | |
| | 1.1.2 | A ✓ | | |
| | 1.1.3 | A ✓ | | |
| | 1.1.4 | A ✓ | | |
| | 1.1.5 | C ✓ | | |
| | 1.1.6 | A ✓ | | |
| | 1.1.7 | D ✓ | | |
| | 1.1.8 | B ✓ | | |
| | 1.1.9 | A ✓ | | |
| | 1.1.10 | B ✓ | (10 x 1) | (10) |
| 1.2 | ONE mark (✓) for stating True or False and ONE mark (✓) if reason is False. | | | |
| | 1.2.1 | True ✓ | | (1) |
| | 1.2.2 | False – An employment contract is binding by law. ✓ | | (2) |
| | 1.2.3 | False – It is also the duty of parents/guardians/caregivers/schools to protect minors against the dangers associated with modern communication. ✓ | | (2) |
| 1.3 | 1.3.1 | C ✓ | | |
| | 1.3.2 | G ✓ | | |
| | 1.3.3 | E ✓ | | |
| | 1.3.4 | B ✓ | | |
| | 1.3.5 | A ✓ | (5 x 1) | (5) |
| 1.4 | 1.4.1 | Employment contract/job contract ✓ | | |
| | 1.4.2 | Volunteering/volunteerism ✓ | | |
| | 1.4.3 | Statutory ✓ | | |
| | 1.4.4 | Lifestyle ✓ | | |
| | 1.4.5 | CCMA (Commission for Conciliation, Mediation and Arbitration)/
Labour Court/Labour Appeal Court/Bargaining Council ✓ | (5 x 1) | (5) |

TOTAL SECTION A: 25

SECTION B (COMPULSORY)

In this section, learners answers must be written in complete sentences. Hence, within the 3 or 4 mark question, learners could and should be awarded either 4,3, 2, 1 or a 0 depending on the level of answers given. It must be noted that in each category of the candidates effort, a distinction must be made from the excellent, good, satisfactory and the poor. For example in Question 5.1. the learner answer must explain the impact made on the school and how it is related to the physical health issue.

QUESTION 2

2.1 Any TWO relevant responses: (ONE mark per response)

- Reduce conflict/tension/stress of both learners and teachers.
- Improve relationships/general atmosphere and health of both learners and teachers.
- Learners physical well-being will improve- hence they will become active and will participate in class.
- Learners mental well-being will improve - will contribute to alertness in the classroom, improve concentration levels etc.
- General health improvement on the whole will prevent all sorts of illnesses.
- It will reduce absenteeism at school. Learners will be enthusiastic and committed to participate in physical activities – hence will be more regular at school.
- Learners work productivity will improve because they are more alert and energetic.

Any two suitable answers (√√)

(2)

2.2 TWO relevant responses: (TWO marks per response)

- Surveys could be done to determine which activities learners would prefer.
- Questionnaires or suggestion boxes could be handed out to get feedback on activities.
- Motivational speakers could be organised to inspire and encourage learners.
- Support groups can be initiated for learners that cater for their specific needs so that they can be included in the health programme.
- Schools could hold interclass, intergrade, inter-school competitions. Trophies, certificates etc could be used as incentives for participation.
- Hiking trips, excursions to sports matches could be organised to generate an interest in different sporting activities.
- Sports personalities could be invited to the school to motivate learners to participate in activities.
- Sporting clubs could be formed and these could be affiliated to community clubs - this would create greater learner involvement.
- School could increase budget for sporting equipment – more equipment would impact on wider variety of activities, hence more involvement.
- School could include activities such as fun-runs, family sports days, cheer leaders, drum majorettes, fun-walks, 6 –a side soccer, mixed team soccer.

Any two suitable responses (√√√√)

(2 x 2)

(4)

2.3 Physical and mental health programmes could be monitored in the following ways:

- Monitor the use of the fitness LOG Book.
- Check if learners are engaging in regular BMI tests.
- Monitor attendance and participation in Physical education activities
- Through regular feedback – questionnaires, suggestion boxes, one-on one interviews, group reports.
- By observing if there has been a positive change in learners attitude, behaviour and health.
- Through discussions with RCL members. Feedback from learners in each class about the programme and what the needs and expectations are.
- By evaluating learner performance – comparing results in the various assessment tasks.
- Allowing learners to provide suggestions for improvements of the programme.
- By observing if there is greater involvement in group activities.
- By observing whether learners are eager to participate in the different sporting activities at school as well as at other levels, eg: inter-school, regional, provincial, national, etc.

Any two suitable responses (√√√√) (2 x 2)

(4)
[10]

QUESTION 3

3.1 One mark per response

- For money and status – material wealth, to dress well, to show that they are better than other girls, for cell-phones, food and other material things
- For power-to be in control.
- Poverty – lack of basic necessities at home.
- Unemployment at home.
- Some parents force children into such relationships because of the financial
- Support from the 'sugar daddies'.

Any two suitable answers (√√) (2 x 1) (2)

3.2 Any TWO relevant explanations: (TWO marks per explanation)

- Taking of drugs/alcohol – underage drinking is against the law.
- Indulging in irresponsible sexual behaviour – against all religious principles and values and beliefs of society.
- Sex for money - values are too materialistic and based solely on greed. Also against all religious principles and values and beliefs of society.
- Unprotected sex- causes harm to themselves and others because one can contract HIV/AIDS and other diseases.
- Sexual relationswithy a minor – against the law. (2 x 2) (4)

- 3.3 Any TWO of the following examples: TWO marks ($\sqrt{\sqrt{\quad}}$) per response
Any TWO of the following examples: TWO marks ($\sqrt{\sqrt{\quad}}$) per response.
- Seek Help:
 - They can speak to counsellors, social workers, life orientation teachers, Peer counsellors, priest, friends for advice.
 - Confront their situation:
 - Acknowledge that they can change their situation, start believing in themselves, believe that they can become independent without having to rely on the 'sugar daddies' for money.
 - Analyse financial situation:
 - Apply for social grants, seek assistance from NGO's and CBO's and local religious organisations.
 - Acceptance of themselves:
 - Respect themselves, their bodies, avoid sleeping around and be less materialistic.
 - Be Goal focussed:
 - Realise that they can have a different lifestyle – believe in themselves, become career focussed, get a part-time job.
 - Develop a good value system:
 - Adopt a positive lifestyle, keep good company. (2 x 2)

(4)
[10]**QUESTION 4**

- 4.1 Honesty/Dishonesty/Lack of honesty ($\sqrt{\quad}$)
Any TWO relevant reasons: (ONE mark per reason)
- Dan was dishonest (embellished) in his CV by indicating that he had a Master's Degree ($\sqrt{\quad}$)
 - He continued to deceive the university and accepted awards and promotions knowing that he did not have the relevant qualifications ($\sqrt{\quad}$) (3)
- 4.2 The Chancellor could have :
($\sqrt{\quad}$) one mark for the action taken by the Chancellor – must be appropriate
For example dismissed, fired, applied relevant policies, called a disciplinary hearing, reported or charged him etc.
($\sqrt{\sqrt{\quad}}$) two marks for explanation of action to be taken – learner must indicate that it was a fraudulent act and it is a criminal offence. (3)
- 4.3 Any ONE of the following: (TWO marks for response)
- He could finish his Master's Degree.
 - He could find a job relevant to his experience and qualification.
 - He could pursue self employment.
 - He could appeal to the university for a lower position suitable to his qualification.
 - He could appeal to the university to consider his experience and recognise all that he has done so that they can give him credit for these experiences. Recognition of Prior Learning.
- Any one suitable answer ($\sqrt{\sqrt{\quad}}$) (2)

4.4 Any ONE relevant reason: (TWO marks for the reason)

- If you get caught out you could be charged with fraud.
- You may deprive someone else from the job who is qualified.
- You could lose out on a good opportunity because of dishonesty.

Any well substantiated response for two marks (✓✓)

(2)
[10]

TOTAL SECTION B: 30

SECTION C

Learners are to answer any TWO (2) questions in this section. Should the learner answer all three questions, only **the first TWO** will be marked. The remaining question should be struck out and the following abbreviation should be written 'EQ' (Exceeded number of questions required).

RUBRIC FOR MARKING OF RESPONSES SHOWING APPLICATION OF KNOWLEDGE AND SKILLS

This is an assessment rubric that can be used for assessing application responses where learners are expected to demonstrate the application of knowledge, skills and values to identify and solve problems, consider consequences and make decisions, etc. This rubric should be used in conjunction with the suggested responses in QUESTIONS 5 to 7.

ASSESSMENT TOOL FOR MARKING THE ESSAYS

LEVEL	Limited 0–3 (0–30%)	Adequate 3–5 (30–50%)	Proficient 5–7 (50–70%)	Meritorious 7–10 (75–100%)
Criteria 1: Shows knowledge of concepts, facts, understanding of content on the topic 3	Little or no knowledge of concepts, facts and understanding of content on topic	Satisfactory knowledge of concepts, facts and understanding of content on topic	Proficient knowledge of concepts, facts and understanding of content on topic	Excellent knowledge of concepts, facts and understanding of content on topic
Criteria 2: Provides critical analysis of the content. Presents information in a coherent logical sequence. 4	Little or no understanding of the responses to questions. Lacked logical order. Little thought and effort put into the answers.	Analysis showed some understanding of responses. Satisfactory reasoning not too logical and coherent.	Analysis showed good understanding of responses. Method of analysis is good. Answers have relevant information	Analysis showed depth of insight and logical reasoning. Evidence of logical and insightful deductions and inferences from the data Style, form and language impeccable
Criteria 3: Shows Evidence of research, statistical data, comparative analysis, 3	Showed no evidence of references, statistical data or higher level of cognitive thinking.	Showed satisfactory knowledge, on research, and statistical data	Showed proficient knowledge, on research, statistical data and comparative analysis	Excellent knowledge, showed insight on researched information, statistical data and comparative analysis. Displayed higher level of cognitive thinking.

QUESTION 5

ONE mark (√) for each skill and ONE mark (√) for how it will prepare learners for the workplace. FIVE study skills must be elaborated and learners must give a full explanation of how these skills are linked to the workplace. As an employee one is able to develop the following work habits from study skills learnt at school.

- Summary writing, mind mapping, making notes – skills that one can use when preparing reports, planning tasks and projects – this will assist in managing tasks efficiently.
- Time management – you learn to be organised so that all tasks are completed on time, you also abide by working hours –starting and finishing times as well as lunch break.
- Designing a study timetable – you are able to plan a diary so that personal and work commitments can be effectively met.
- Working in group/study groups – helps one in effective communication skills, team work, honesty, builds trust, accountability.
- Organisational skills – time management, how to maintain a balanced lifestyle, planning skills and discipline.
- Goal setting - self discipline, planning for the future, assess progress, aspire to achieve.
- Self-discipline - develops a good work ethic, commitment, accountability, respect.
- Presentation skills – will ensure a professional approach to your work, develops a sense of pride in your work.

Any five appropriate skills and accompanying uses

(5 x 2)

[10]

QUESTION 6

Any ONE example of how power is abused within the family context:

(TWO marks)

- Some women do all the household chores, work and look after the children.
- Some men do not allow women to work.
- Boys and girls/men and women are not treated equally especially with regards to study opportunities, fields of work, sports and recreational activities.
- Domestic violence occurs mostly against women and girls.
- In some households women are not allowed to make decisions or form no part of decision-making.
- Some women are totally reliant on others for finances and are not given the opportunity to manage a budget or be financially empowered.
- The media often portray women as sexual objects.
- Women and girls are often the victims of molestation, rape and sexual violence within families and society.

Any relevant example (√√)

(2)

Any ONE example of how power is abused within the work context: (TWO marks)

- Unequal representation in management positions
- Women are more likely to be given administrative duties or 'female' duties (refreshments, making coffee, cleaning, taking of minutes)
- Women are often victims of sexual harassment, teasing, innuendo's, mocking, flirting etc.
- Women in high level positions are not taken as seriously as men
- Women can be bullied in the work environment

Any relevant example (√√)

(2)

Any THREE ways in which women can be protected from discrimination and violence within family and societal contexts: (ONE mark per way)

The family context:

- We could break stereotypical roles within the family e.g. roles of housework/household chores – taking care of the baby, washing dishes, cooking etc.
- Men must accept that the breadwinner could be a female.
- Men/women and boys/girls should be treated the same – e.g. be given the same opportunities, the same pocket money, study opportunities etc.
- Within relationships – women have the right to say no to anything makes them feel violated or unsafe.
- Both men and women should share in decision making.
- Women should be respected and protected as an equal partner in a relationship (women should be able to express her wants, needs and problems).
- Women should be given the right to report any form of abuse.
- Women have the right to choose the person with whom she wants relationship.
- Women should not be forced into unlawful sexual acts (e.g. pornography, human trafficking etc.).
- Parents should make sure that girls are protected and feel proud of their bodies.

Learners must show that all family members are to be treated equally and with dignity and respect. Marks to be given for responses that show how women and girls can be protected from discrimination and violence within the family context.

Answers should show that there should be no discrimination because of her sex or gender.

Any three relevant answers (✓✓✓)

(3)

Any THREE ways in which women can be protected from discrimination and violence within the work context: (ONE mark per way)

The work context:

- Fair labour practice – there should be equal representation in management positions, women could occupy positions that have been traditionally dominated by males.
- Working women should be supported – maternity leave, family responsibility leave/child care etc.
- Women should be protected from sexual harassment in the workplace – this includes verbal and non-verbal harassment.
- Women's authority should be respected with regards to their status and position.

Learners must show that women in the workplace are to be treated equally and with dignity and respect. Marks to be given for responses that show how women can be protected from discrimination and violence within the work environment.

Answers should show that there should be no discrimination because of her sex or gender.

Any three relevant answers (✓✓✓)

(3)

[10]

QUESTION 7

Any TWO marks for discussing freedom of expression:

- Information should be imparted and received without censorship/restriction.
- The media should not be restrained in reporting the truth or giving creative expression.
- Can be an instrument of transformation.
- The media should be accountable to report responsibly.
- There should be objective reporting and analysis (not coloured by prejudice or self-interest).
- Reporting needs to reflect the values and interests that shape our South African society: openness, transparency nation-building.

Any two relevant facts (√√)

(2)

Any TWO marks for discussing social responsibility of the media

- The media has a responsibility towards the public by informing and educating them on the issues affecting them.
- Acts as watchdogs for exposing errors and unlawful activities.
- Promotes nation-building/democracy.
- Promotes access to diverse opinions.
- Provides a platform for debate for a diversity of views.

Any two relevant facts (√√)

(2)

Any THREE well substantiated responses: (TWO marks each)

The media tries to achieve freedom of the press and social responsibility by:

- acting as watchdogs of government and society by exposing unlawful activities.
- reporting diverse opinions.
- promoting nation-building and access to diverse viewpoints and world views e.g. reports on national events, e.g. sports events, tourism indabas, national competitions, etc includes informative, educational programmes
- communicating, informing and educating.
- giving political information that can influence voters.
- assessing the judiciary and reports on the courts.
- imparting information with some form of censorship/restriction to protect society – e.g. the Film and Publications Board apply age restrictions.
- providing a correction or retraction if incorrect reporting takes place.
- adhering to procedures and policies in place that ensure that reporting is accurate and responsible e.g. The Broadcasting and Complaints Commission. (3 x 2)

(6)
[10]

TOTAL SECTION C: 20
GRAND TOTAL: 75