



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
SEPTEMBER 2025  
MARKING GUIDELINES**

**MARKS: 100**

**These marking guidelines consist of 23 pages.**

**SECTION A (COMPULSORY)****QUESTION 1**

- |     |       |   |     |     |
|-----|-------|---|-----|-----|
| 1.1 | 1.1.1 | D | (✓) |     |
|     | 1.1.2 | C | (✓) |     |
|     | 1.1.3 | B | (✓) |     |
|     | 1.1.4 | C | (✓) |     |
|     | 1.1.5 | A | (✓) | (5) |

- |     |       |  |     |     |
|-----|-------|--|-----|-----|
| 1.2 | 1.2.1 | Employment Equity Act (EEA), 1998 (Act 55 of 1998) | (✓) |     |
|     | 1.2.2 | Empathy/empathise/being empathetic                 | (✓) |     |
|     | 1.2.3 | Career portfolio/portfolio/professional portfolio  | (✓) | (3) |

- |     |       |   |  |  |
|-----|-------|---|--|--|
| 1.3 | 1.3.1 | <b>Define the term <i>cardiovascular endurance</i> as used in physical education.</b> |  |  |
|-----|-------|---|--|--|

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

The ability of ...

- the body to maintain a moderate to high level of physical activity for an extended period, (✓) without experiencing significant drops in physical performance. (✓)
- the heart/lungs/circulatory system to sufficiently deliver oxygen to muscles during prolonged exercise, (✓) enabling the body to sustain physical activity/without excessive fatigue. (✓)
- the body to recover quickly after exertion, (✓) efficiently restoring normal heart rates/oxygen levels after exercise. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

- |       |  |  |
|-------|--|--|
| 1.3.2 | <b>What is expected of you when answering a 'critically discuss' question in an assessment task?</b> |  |
|-------|--|--|

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

**Possible responses could include:**

- Exploring various opinions/arguments on the topic, (✓) evaluating their advantages/disadvantages for a well-rounded discussion. (✓)
- Providing relevant examples/studies/data to support your arguments, (✓) showing a thorough understanding of the topic. (✓)
- Thinking about the potential effects/consequences of the issue, (✓) considering immediate/long-term impacts. (✓)
- Offering a reasoned judgment based on your analysis, (✓) keeping personal biases aside. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

1.3.3 **Discuss the importance of reading the questions carefully during an examination.**

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

It could help to ...

- get an overview of the areas/content covered, (✓) to identify which questions are easier to answer first. (✓)
- identify/underline action verbs, (✓) so that one responds to only what is expected of one/avoid wasting time on incorrect answers/misinterpreting the question. (✓)
- determine/understand what exactly is being asked/process the instructions clearly, (✓) making one feel less stressed/more confident/in control of one's answers. (✓)
- identify key words/main points/phrases, (✓) which may guide one in their responses/ensuring that one is responding to the correct topic. (✓)
- identify if there is more than one part to the question/sub-questions, (✓) so that one does not miss out on any question. (✓)
- answer the question in full/accurately/according to the mark allocations, (✓) improving academic performance/maximising marks. (✓)
- determine how long one's answer should be/how many points one should give, (✓) so that one manages time effectively. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

1.4 1.4.1 **Give TWO reasons why it is considered an act of fraud if citizens are not paying taxes.**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Not paying taxes ...

- violates the legal duty of individuals/businesses to contribute to public funds. (✓)
- deprives the government of essential revenue used for national development/services. (✓)
- creates a financial burden on taxpaying citizens/those who may pay higher amounts to cover the shortfall. (✓)
- involves knowingly/deliberately misrepresenting financial details. (✓)
- includes concealing income/falsifying financial statements/using offshore accounts/setting up shell companies to hide assets/avoiding tax obligations. (✓)
- *Any TWO of the above responses for ONE mark each.* (2 x 1) (2)

**1.4.2 Explain how entrepreneurs can effectively manage the tax obligations of their businesses.**

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

Entrepreneurs could...

- keep detailed financial records/conduct audits (✓) to ensure accurate tax reporting/prevent errors. (✓)
- budget for tax deductions (✓) so that they may comply with the payment/avoid penalties. (✓)
- separate business and personal accounts (✓) which may simplify tax filing/improve financial transparency. (✓)
- set aside income/make estimated tax payments (✓) thereby preventing financial strain. (✓)
- ensure they claim deductions on business expenses/charities (✓) thus reducing taxable income/overall tax liability. (✓)
- choose the right business structure/plan (✓) to optimise tax benefits/minimise liabilities. (✓)
- hire an affordable tax expert/practitioner/accountant (✓) who may assist with submissions/compliance/reducing financial risks. (✓)
- enrol for a business course/training sessions/have knowledge of tax responsibilities/educate themselves, (✓) that may teach them how to manage their taxes effectively. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

**1.4.3 Discuss how having responsible tax paying citizens could benefit the country.**

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

It could ensure ...

- enough funds to develop infrastructure/healthcare/education/transportation/security, (✓) promoting economic sustainability. (✓)
- less money being borrowed from other countries, (✓) resulting in lower national debt/financial stability. (✓)
- funding for social programmes that support the poor, (✓) reducing income inequality/improving living standards. (✓)
- that there are finances for public services such as military/law enforcement/emergency services, (✓) thereby protecting citizens/maintaining order. (✓)
- maintenance of good infrastructure/economic stability/the creation of better job opportunities in the country, (✓) attracting businesses/investors. (✓)
- a sense of duty within the country, (✓) allowing citizens to contribute to national progress/growth. (✓)
- an improvement in the financial image of the country, (✓) which may attract international trade/investments/global partnerships. (✓)

## NSC – Common Assessment Task – Marking Guidelines

- improved credit ratings for the country (✓) enabling access to loans/ investments at lower interest rates. (✓)
- enhanced ability to respond to crises/disasters (✓) through readily available public funds. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

**TOTAL SECTION A: 20**

**SECTION B (COMPULSORY)**

1. In this section, candidates' answers must be written in full sentences as far as possible. Hence, within a 3- or 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
2. It must be noted that in each category of the candidates' efforts, a distinction must be made between **excellent**, **good**, **satisfactory** and **poor** responses.

**QUESTION 2**

- 2.1 **State how being exposed to contaminated food products may impact a person's right to healthy living.**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

**Possible responses could include:**

- Takes away their right to safe/healthy living/makes day-to-day living more challenging. (✓)
- Increases the likelihood of being exposed to foodborne illnesses/food poisoning/infections. (✓)
- Leads to long-term/physical/serious health issues like cancer/organ damage/metabolic disorders/possible death. (✓)
- Could mean that the necessary nutrients needed for staying healthy/ nourished are absent. (✓)
- May be the reason for malnutrition/developmental issues in children. (✓)
- Increases the need for medical care. (✓)
- Makes the elderly/individuals with pre-existing medical conditions more vulnerable/at risk of further health complications. (✓)
- Weakens a person's immune system. (✓)
- *Any TWO of the above responses for ONE mark each.* (2 x 1) (2)

- 2.2 **Describe ONE possible benefit of small businesses in communities.**

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

**Possible responses could include:**

- Creates job opportunities/labour absorption, (✓) since local community members may provide products to their stores/be employed by them. (✓)
- Serves a diverse group of people at affordable costs, (✓) as they are conveniently located within communities. (✓)
- Gives opportunities to promote employment/entrepreneurship, (✓) which may lower dependency on social grants/government support/alleviate poverty/reduces the crime rate. (✓)
- Provides basic needs to the community, (✓) making them more accessible to communities/improving the standard of living. (✓)
- Funds charity organisations, (✓) thereby reducing the load on government funded programmes. (✓)

- Supplies in-demand/popular/alternative products, (✓) which may result in boosting local revenue. (✓)
- Interacts/Partners with other local businesses, (✓) thereby increasing business opportunities/unity/skills development in the community. (✓)
- Supports overall economic growth, (✓) by paying taxes to government. (✓)
- Promotes cultural diversity (✓) by offering traditional/locally crafted goods unique to the community. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

**2.3 Explain ONE factor that could increase xenophobic attitudes towards foreign business owners within communities.**

**Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

**Possible responses could include:**

- A lack of education/awareness about diversity/inclusion, (✓) resulting in ignorance about newcomers in their locality. (✓)
- Spreading of fake news/rumours/gossip about immigrants, (✓) increasing fear/suspicion of people from other countries. (✓)
- People showing resentment towards foreigners when the economy is bad, (✓) as community members may believe they steal job opportunities from local residents/citizens. (✓)
- A history of conflict where people hold onto prejudices about foreigners, (✓) passing them down through generations. (✓)
- Biased media reporting by professional/local media channels, (✓) which may blame foreigners for crime/unemployment in the community/country. (✓)
- The cultural/language/religious differences between locals and foreigners, (✓) as they may feel that foreign nationals do not integrate with/understand them. (✓)
- People in power/they may look up to/trust who spread propaganda, (✓) leading to them adopting the same beliefs to fit in/avoid conflict. (✓)
- Sensationalised news reports for more clicks/views, (✓) reinforcing negative stereotypes/discrimination. (✓)
- The spreading of myths about other foreign nationals, (✓) resulting in people believing/supporting it without any evidence/proof. (✓)
- Foreign business owners who are not compliant to the local food safety measures/requirements, (✓) causing fury/rage in communities. (✓)
- Competition over limited housing/resources (✓) which may fuel jealousy toward foreign nationals. (✓)
- Government failures in service delivery (✓) leading locals to wrongly blame foreigners for their struggles. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

**2.4 Discuss the possible impact of discrimination on the mental well-being of victims of xenophobia.**

**Marks should be awarded as follows:**

TWO marks each (✓✓) for TWO well-explained responses.

They may experience ...

- feelings of inferiority/unworthiness/not being good enough, (✓) resulting in a low self-esteem/self-doubt/diminished self-worth. (✓)
- constant worry/fear of being treated unfairly, (✓) causing increased anxiety/stress. (✓)
- sadness/a loss of interest in activities, (✓) leading to a state of depression/hopelessness. (✓)
- emotional distress/interpersonal conflicts, (✓) causing heightened levels of anger/frustration/desire for revenge. (✓)
- loneliness (✓) and may choose to isolate/exclude themselves from social situations. (✓)
- reduced productivity/personal drive, (✓) making one disengage from day-to-day activities/important tasks/creating a loss of motivation. (✓)
- difficulty in dealing with victimisation, (✓) resulting in emotional pain/suicidal thoughts/unhealthy coping mechanisms/risky behaviour. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

**2.5 Assess the responsibility of the media in creating awareness on safe and healthy living.**

**Marks should be awarded as follows:**

TWO marks each (✓✓) for TWO well-explained responses.

**Possible responses could include:**

- The media should expose failure to render services, (✓) ensuring that people are aware of issues that threaten their right to safe and healthy living. (✓)
- Media investigations should draw attention to environmental hazards, (✓) as these directly affect public health. (✓)
- Reporters must base their stories on verified facts/evidence, (✓) emphasising the struggles of communities suffering from unsafe living conditions. (✓)
- The media should provide a platform/voice for individuals affected by poor sanitation/hazardous workplaces, (✓) putting pressure on authorities to take action. (✓)
- Journalists should use television/newspapers/online platforms to effectively report on the impact of poor living conditions in some communities (✓) as this may educate a wider audience about issues relating to human health. (✓)
- Exposing false information about harmful chemicals/pollutants, (✓) pushing for stricter regulations to protect public well-being. (✓)
- The media should collaborate with advocacy groups/activists, (✓) demanding clean air/safe drinking water/improved sanitation. (✓)
- Giving more coverage/space/time to topics covering unsafe living conditions, (✓) would help to effectively expose negligence/corruption. (✓)
- By sharing real stories from people living in unsafe environments, (✓) the media can drive action/policy reform, making the government accountable. (✓)

- Educate society through documentaries/in-depth reports about the dangers/exposure to toxic waste/untreated sewage/awareness on issues of global warming, (✓) mobilising communities to take action against illegal dumping of toxic waste. (✓)
- The media should analyse/critique government policies affecting access to clean water/breathable air, (✓) highlighting the importance of positive initiatives aimed at improvement. (✓)
- Highlighting success stories of safe living initiatives (✓) to encourage communities to adopt positive practices. (✓)
- Providing multilingual health information (✓) ensuring that diverse communities understand the risks and solutions. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

- 2.6 **Recommend TWO ways in which the government could reinforce current laws that prevent the sale of contaminated goods. In EACH answer, also indicate how this can ensure safe and healthy living within communities.**

**Marks should be awarded as follows:**

THREE marks each (✓✓✓) for TWO well-explained responses.

**Possible responses could include:**

- Implementing heavier punishments (✓) as businesses may be pressurised to follow food safety regulations/may deter them in engaging in these practices, (✓) and this may reduce the amount of contaminated goods being sold in communities. (✓)
- Collaborating more effectively with local municipalities, (✓) so that food safety violations are caught/addressed quickly at community level, (✓) enhancing public health through compliance with national standards. (✓)
- Ensuring that law enforcement agencies/local government/public officials do regular/random inspections at stores, (✓) as these surprise visits may make businesses more likely to comply with these regulations, (✓) reducing the storage of unsafe products by businesses. (✓)
- Addressing consumer complaints regarding unhealthy food products through local/community platforms, (✓) so that unsafe products may be recalled, (✓) which may then lead to fines for businesses that do not meet the necessary safety standards. (✓)
- Providing more resources to agencies/departments that help monitor safety, (✓) as this will give them the assistance needed to ensure that food manufacturers/sellers follow the laws, (✓) thereby helping to reduce the sale of contaminated food to consumers. (✓)
- Making sure that administrative backlogs in courts are being reduced, (✓) so that cases/charges are dealt with speedily, (✓) timeously holding businesses accountable for their harmful practices. (✓)
- Reinforcing regulatory bodies that ensure the adherence to national food safety standards, (✓) by certifying/testing/investigating food products for compliance, (✓) thereby reducing the risk of unhealthy/dangerous products being consumed. (✓)
- Running public awareness campaigns/educational programmes, (✓) to prompt individuals to report unsafe businesses, (✓) as this may empower them to take responsibility for their own food safety. (✓)
- Updating their platforms/making it more user-friendly for reporting complaints by consumers, (✓) making it easier for them to report violations, (✓) thereby ensuring that businesses supply quality/safe products. (✓)
- Reviewing laws to make them more specific, (✓) preventing consumers from being misled to purchase poor quality goods, (✓) thereby phasing out the sale of these unsafe products. (✓)
- *Any TWO of the above responses for THREE marks each.* (2 x 3)

(6)  
**[20]**

**QUESTION 3****3.1 Define the term *human factors causing ill health*.****Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

**Definitions:**

- Behaviours/Decisions made by individuals/groups (✓) that may negatively impact their physical/mental health. (✓)
- Social influences (✓) leading to unhealthy choices, which may result in diseases/poor health outcomes. (✓)
- Lifestyle choices/Societal pressures (✓) contributing to the deterioration of a person's well-being. (✓)
- Personal actions/habits (✓) increasing vulnerability to sickness/health conditions. (✓)
- Cultural practices of individuals/communities (✓) which may result in the development of diseases/poor health conditions. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

**3.2 Describe ONE potential long-term health risk for young smokers.****Marks should be awarded as follows:**

TWO marks (✓✓) for a well-explained response.

**Possible responses could include:**

- Developing several types of cancer, (✓) leading to the death of individuals due to the seriousness of the disease. (✓)
- Damage to the cardiovascular system, (✓) increasing the risk of heart diseases/heart attacks/strokes. (✓)
- Reduced mineral/vitamin absorption in the body, (✓) which may result in weaker bones/fractures/weakened immune system. (✓)
- Poor mental health/cognitive decline/dementia/chronic respiratory diseases (bronchitis/asthma/TB/pneumonia), (✓) resulting in poor quality of life. (✓)
- Eye problems/loss of vision (✓) which may impact negatively on their daily life. (✓)
- Poor reproductive health in both men and women, (✓) which may lead to infertility/miscarriage/stillbirth/sudden infant death syndrome (SIDS). (✓)
- Damage to the teeth/gums/supporting tissues around the teeth, (✓) causing chronic gum disease/permanent tooth loss. (✓)
- Could interfere with the growth process (✓) potentially leading to stunted growth in height/overall development. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

### 3.3 Explain why learners who smoke are more likely to experiment with other substances.

#### Marks should be awarded as follows:

TWO marks (✓✓) for a well-explained response.

They could ...

- use smoking to relieve stress, (✓) making them more willing to try stronger substances for more/better relief. (✓)
- be addicted to nicotine/not get the desired effects of smoking, (✓) and they may seek stronger experiences by trying other substances. (✓)
- be less concerned/anxious about trying other substances, (✓) because they have already taken one risk/choose to challenge norms/rebel against authority. (✓)
- start hanging out with people who use other substances/succumb to peer pressure, (✓) increasing their chances/making it easier to try them/pressurising them to try other/new substances. (✓)
- become curious about other substances/drugs that are trending on social media, (✓) wanting to try them out of interest/the desire to explore new experiences. (✓)
- feel more grown-up/independent/mature, (✓) which may encourage/drive them to try other adult behaviours, like drinking/using drugs. (✓)
- struggle with mental health issues, (✓) leading them to try other substances in search of a more effective way to cope with their emotions. (✓)
- lack the finances to sustain their addiction (✓) and may therefore turn to cheaper alternatives to support their habits. (✓)
- *Any ONE of the above responses for TWO marks.* (1 x 2) (2)

### 3.4 Discuss TWO ways in which exposure to social media could promote the use of substances among the youth.

#### Marks should be awarded as follows:

TWO marks each (✓✓) for TWO well-explained responses.

Social media may...

- portray "using" as glamorous/desirable/normal, (✓) making it appealing to youth. (✓)
- depict "using" as a normal part of social life, (✓) leading to the youth perceiving/seeing it as acceptable behaviour. (✓)
- downplay the risks associated with substance use, (✓) which may result in the youth being unaware of the potential consequences. (✓)
- impact/influence teenagers' belief systems, (✓) showing that it is necessary for social acceptance/to cope with stress/life. (✓)
- encourage sensation-seeking behaviour, (✓) which could lead them to engage in risky behaviours. (✓)
- create a platform for social learning (TikTok/Instagram/Snapchat), (✓) where the youth may learn from/imitate these behaviours. (✓)
- desensitise the youth to the consequences associated with substance use, (✓) making them more likely to engage in risky behaviours. (✓)

- target vulnerable youth who may be more susceptible to the content/media coverage, (✓) making them more prone to peer pressure. (✓)
- highlight the use of substances in movies/TV shows/music videos, (✓) which may normalise the use of substances. (✓)
- have influencers/celebrities/role models that encourage unhealthy lifestyle choices/shape teenagers attitudes, (✓) which could be copied by younger followers. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

**3.5 Recommend TWO measures that could be implemented by schools to discourage learners from smoking. Motivate EACH answer.**

**Marks should be awarded as follows:**

TWO marks each (✓✓) for TWO well-explained responses.

**Possible responses could include:**

- Display educational posters/signage around school premises (✓) reinforcing anti-smoking messages, which may act as constant reminders to avoid smoking. (✓)
- Invite guest speakers/health professionals to talk about the dangers of smoking/their own experiences (✓) as first-hand experiences may leave a lasting impression on learners. (✓)
- Implement smoking prevention programmes/workshops, (✓) as these programmes may educate them about the dangers of smoking/legal rights of non-smokers. (✓)
- Encourage community service initiatives related to anti-smoking campaigns/health promotion initiatives, (✓) as this may help them understand the impact of smoking on their health. (✓)
- Make it compulsory for learners, who are caught smoking, to join corrective programmes as part of the school code of conduct/rules, (✓) which may isolate/remove them from their peers/outside influences. (✓)
- Launch/Host health projects/competitions that focus on healthy living (✓) which may increase awareness of the benefits of maintaining a healthy lifestyle. (✓)
- Amend the school code of conduct/rules by imposing fines/demerits/suspension for learners caught smoking, (✓) deterring them from smoking as they may not want to incur these unnecessary costs. (✓)
- Revoke learner privileges, (✓) making them afraid of missing out on opportunities. (✓)
- Compel those smoking at school to attend counselling sessions/communicate revised rules in the school code of conduct at parents meetings/assemblies, (✓) helping them to stay on the right side of the law. (✓)
- Promote recreational/sport activities to destress (✓) so that they do not resort to smoking as a coping mechanism. (✓)
- Conduct random searches at school, (✓) preventing them from bringing illegal substances to school/exposing other learners to substances. (✓)
- Patrolling smoking spots/installing smoke detectors in bathrooms, (✓) so that smokers may be caught/disciplinary action may be taken. (✓)
- *Any TWO of the above responses for TWO marks each.* (2 x 2) (4)

**3.6 Assess the significance of a personal lifestyle plan in helping young people avoid substance abuse. In EACH answer, also indicate how this plan may help them to make better lifestyle choices.**

**Marks should be awarded as follows:**

THREE marks each (✓✓✓) for TWO well-explained responses.

**Possible responses could include:**

- It may enable them to create a sense of direction about activities they may engage in, (✓) being guided by their life goals/aspirations in life (✓) and this may result in them making wiser lifestyle choices/prevent them from engaging in bad typical teenage activities. (✓)
- It may encourage young people to develop healthy habits such as regular exercise/balanced diet, (✓) enhancing their physical/mental well-being, (✓) thereby making them less likely to turn to substances as they may feel good about their bodies/minds. (✓)
- Equips individuals with tools like mindfulness/effective time management, (✓) to handle stress/anxiety, (✓) assisting them in managing their emotions/behaviour without the use of substance. (✓)
- Setting/Achieving goals relative to their lifestyle plans helps grow their self-esteem/confidence, (✓) making them feel less inclined to seek substances as a way of coping with insecurities, (✓) which may encourage healthier lifestyle choices/prioritise mental/physical health over temporary pleasures. (✓)
- Clearly defined coping mechanisms may teach young people how to handle difficult emotions/situations, (✓) through practices like meditation/seeking support from a mentor, (✓) helping them to build emotional resilience/deal with challenges in healthier ways. (✓)
- Identifying positive/supportive individuals, (✓) may help develop a strong social support system which could help them to relieve the pressure to use substances, (✓) encouraging them to stay away from harmful behaviours. (✓)
- Creating structured routines enhances young people's focus/discipline, (✓) helping them stay on track with their studies/hobbies/interests, (✓) cultivating a disciplined mindset which aids in resisting temptation. (✓)
- Keeping a journal/engaging in creative activities, (✓) may provide young people with alternative ways to manage challenges without resorting to substances, (✓) reinforcing coping methods, making them better equipped to deal with life's difficulties. (✓)
- It may provide mechanisms to help young people make informed/thoughtful decisions (✓) teaching them to weigh the pros and cons of their actions, (✓) thereby allowing them to consider the consequences of their choices. (✓)
- Facilitates tracking of progress/achievements (✓) providing a sense of accomplishment, (✓) which reinforces self-efficacy/the motivation to maintain a healthy lifestyle. (✓)
- Promotes involvement in community/service activities (✓) giving young people a sense of purpose/belonging, (✓) which can decrease the appeal of substance use. (✓)
- *Any TWO of the above responses for THREE marks each.* (2 x 3)

(6)  
[20]

**TOTAL SECTION B: 40**

**SECTION C**

1. Candidates must answer any TWO (2) questions in this section. Should the candidate 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 '**ENQR**' (exceeded number of questions required).
2. Candidates' responses must be in the form of PARAGRAPHS.  
**Marks will only be awarded for responses written in full sentences.**

**QUESTION 4****\*NOTE TO TEACHER:**

In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.

- **Briefly state FOUR ways in which employers could ensure that labour laws are successfully implemented within their organisations.**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

**Possible responses could include:**

- Providing clear/legally compliant employment contracts. (✓)
- Strictly following health/safety regulations. (✓)
- Implementing effective grievance processes/procedures/whistle-blower policy. (✓)
- Complying with legal limits on working hours/leave/fair wages/hiring practices/working conditions/compensation/overtime payment. (✓)
- Fostering a mutually respectful/inclusive workplace environment.
- Effectively addressing workplace harassment/discrimination/bullying. (✓)
- Regularly conducting training sessions/workshops/audits on workplace rights/anti-discrimination policies/fair employment practices. (✓)
- Providing employees with accessible resources/human resource (HR) support. (✓)
- Adhering to transparent/unbiased/equal opportunity recruitment processes/employment principles. (✓)
- Supporting employees who join trade unions. (✓)
- Encouraging employee feedback on workplace practices. (✓)
- Consulting legal experts/HR specialist for updates on changes in labour legislation/ensuring policies remain compliant. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)

- **Analyse how inappropriate behaviour of some trade union members could have a negative impact on the work environment.**

**Marks should be awarded as follows:**

FOUR marks (✓✓✓✓) for each of the TWO well-explained responses.

**\*NOTE TO TEACHER:**

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

**Possible responses could include:**

- Participating in unauthorised/illegal strikes, (✓) may disrupt business operations/ violate employment agreements, (✓) causing financial losses for the company, (✓) thereby increasing the tension between workers and management. (✓)
- Resorting to harassment/intimidation, (✓) by putting pressure on non-union employees to join the union, (✓) may create a hostile work environment, (✓) thereby fostering resentment among colleagues/making them feel unsafe/causing them to seek alternative employment. (✓)
- Spending excessive time organising meetings/distributing union materials, (✓) instead of focusing on their job responsibilities, (✓) could reduce their productivity, (✓) thereby affecting the company's overall efficiency/reputation. (✓)
- Spreading false/misleading information about company policies/working conditions, (✓) may stir discontent among employees, (✓) creating unnecessary conflicts, (✓) and in this way trust between workers and management could be damaged/ruined. (✓)
- Denying non-union members privileges to certain company benefits, (✓) and keeping them uninformed/isolating them from accessing what they are entitled to, (✓) by giving preference to union members only, (✓) may lead to workplace discrimination/division. (✓)
- Refusing to follow workplace rules/high level of absenteeism, (✓) arguing that they are protected by their union, (✓) may make it difficult for the supervisors/managers to enforce order in the workplace, (✓) leading to an undisciplined/disorganised work environment. (✓)
- Protecting underperforming/misbehaving union members/causing more employees to misbehave, (✓) despite their wrongful actions/creating more disputes/ disruptions, (✓) makes it difficult for management to enforce the rules/laws (✓) and this may compromise the disciplinary processes in the workplace/leading to a dysfunctional workplace/poor work relationships. (✓)
- Creating divisions among staff (✓) where union members favour each other over non-members, (✓) potentially fostering resentment/low morale, (✓) which can reduce cooperation and teamwork, negatively affecting productivity. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

- **Evaluate the impact on a young worker who reports labour law violations in the workplace**

**Marks should be awarded as follows:**

FOUR marks (✓✓✓✓) for each of the TWO well-explained responses.

**\*NOTE TO TEACHER:** To be awarded the full FOUR marks for **EVALUATION**, candidates must give a **POSITIVE** statement, (✓) **qualify** it, (✓) give a second **NEGATIVE** statement (✓) and **qualify** it. (✓)

**Possible responses could include:**

- Retaliation from colleagues/management/being labelled as a troublemaker, (✓) and may be overlooked for promotions/lose their job/result in a loss of salary; (✓) but, they may also feel a sense of pride/empowerment (✓) knowing they are standing up for their rights and those of their co-workers. (✓)
- Increased stress/anxiety for the young worker, (✓) since they may fear the repercussions; (✓) however, it could also provide them with a sense of relief, (✓) knowing they have taken the necessary steps to address injustice. (✓)
- Strained/Damaged relationships with colleagues (✓) who may perceive them as an informant; (✓) but, they could also earn respect from others (✓) who may appreciate their courage/commitment for doing the right thing. (✓)
- Could receive legal protection, (✓) ensuring their safety against victimisation/harm; (✓) while in other situations, the worker may still face challenges such as lack of support from the union/intimidation from the employer/colleagues, (✓) leaving them feeling powerless, potentially worsening their situation/discouraging them from continuing to report incidents of violations. (✓)
- It may bring about positive changes for the worker, in the workplace, (✓) as there may be better enforcement of labour laws; (✓) but, the process could take time (✓) and the young worker may feel disillusioned if the issue is not addressed quickly. (✓)
- Gaining recognition for their integrity/professionalism, (✓) potentially advancing their career in the long term; (✓) although, they may experience a temporary setback/delay in career advancement/promotion, (✓) as they may be seen as a troublemaker by some in the organisation. (✓)
- They may feel vulnerable to continued scrutiny from management/other employees, (✓) who may disagree with their actions; (✓) however, they can also be raising awareness about workers' rights, (✓) potentially empowering other employees to speak out. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4)

(8)  
[20]

**QUESTION 5****\*NOTE TO TEACHER:**

In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.

- **Briefly state FOUR ways to maintain cyber safety while developing online skills to counteract unemployment.**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

**Possible responses could include:**

- Being cautious with links/attachments from unknown sources. (✓)
  - Keeping personal information private/secure. (✓)
  - Being aware of online scams/phishing/hacking/online threats. (✓)
  - Protecting your online reputation. (✓)
  - Avoid joining online platforms that could result in malware/virus infections. (✓)
  - Not falling prey to demands of making payments for job offers. (✓)
  - Keeping software/operating systems up-to-date to handle security vulnerabilities/ utilising reputable antivirus software. (✓)
  - Monitoring online accounts/credit reports for suspicious activity. (✓)
  - Ensuring that the privacy settings on social media platforms are checked regularly. (✓)
  - Be cautious when using public computers/public Wi-Fi. (✓)
  - Making use of encryption when sending personal information. (✓)
  - Safeguarding sensitive information like passwords/bank card numbers/ addresses. (✓)
  - *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)
- **Analyse how being cyber-savvy could help young people to counteract unemployment.**

**Marks should be awarded as follows:**

FOUR marks (✓✓✓✓) for TWO well-explained responses.

**\*NOTE TO TEACHER:**

To be awarded the full FOUR marks, candidates must give a statement, (✓) elaborate on the statement, (✓) qualify it (✓) and give an outcome. (✓)

**Possible responses could include:**

- Being in control of their digital footprint, (✓) as they may ensure that they are cyber safe/that their online activities does not negatively impact their image, (✓) because employers often research potential candidates (✓) and are more inclined to employ people with a clean digital record. (✓)
- Effectively navigating online job platforms like LinkedIn/job boards (✓) for a competitive/global job market, (✓) while also allowing them to customise their applications, (✓) thereby helping them find opportunities more easily. (✓)

- Expanding their social networks/professional sites, (✓) helping them to establish connections with industry experts, (✓) gaining access to job leads, (✓) which may enhance their chances of finding employment in today's digital world. (✓)
- Understanding the dynamic relationship between brands/influencers/ consumers, (✓) by being able to create content on social/media platforms like TikTok/YouTube/ Instagram, (✓) showing they can grow their own influence/ audience, (✓) opening a pathway to income from companies that are seeking/ looking for savvy/influential people who can grow/promote/expand the company brand. (✓)
- Acquiring digital skills for emerging roles, (✓) by keeping up with the latest technological tools/digital trends, (✓) gaining skills in high-demand sectors like technology/digital marketing/e-commerce, (✓) thus opening new career avenues that were not available in the past. (✓)
- Utilising online learning platforms, (✓) by taking advantage of both free/paid online courses to enhance their skills in various fields, (✓) while adapting to new technologies, (✓) ensuring they remain competitive in an ever-changing job market. (✓)
- Creating an online portfolio/establishing e-business/training other youth online, (✓) because of their knowledge of website building/content management/complex problem-solving, (✓) helping to showcase their abilities/accomplishments/work history, (✓) thereby providing an effective way to attract potential employers. (✓)
- Exploring freelance job options, (✓) where they can find short-term/project-based employment, (✓) applying for remote roles, (✓) thereby expanding their job search globally. (✓)
- Utilising online collaboration tools, (✓) by using online workspaces, (✓) may allow them to work efficiently in virtual teams, (✓) demonstrating a valuable skill for employers who may seek team-oriented individuals for remote/hybrid work. (✓)
- Participating in virtual job fairs/career expos, (✓) engages them directly with recruiters, (✓) thereby exploring job openings/internships/professional development opportunities (✓) that may not be available through traditional job search methods. (✓)
- Mastering communication for virtual interviews, (✓) as they may be competent/ comfortable with digital communication tools (Zoom/MS Teams/Skype/ Google), (✓) allowing them to excel in online interviews, (✓) thereby ensuring they present themselves professionally/effectively to employers in a digital job market. (✓)
- Following industry blogs/news sites/online forums related to their field, (✓) may help them to stay updated/abreast on industry developments, (✓) ensuring they stay informed about new trends, (✓) making them aware of the latest hiring opportunities. (✓)
- Exploring emerging technologies/fields of work such as artificial intelligence (AI)/data science/cybersecurity, (✓) as these have become popular 21st century careers, (✓) thus opening doors to newer/ innovative career opportunities, (✓) improving the youth's job prospects. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

- **Evaluate the significance of print media in an advancing digital world.**

**Marks should be awarded as follows:**

FOUR marks (✓✓✓✓) for each of the TWO well-explained responses.

**\*NOTE TO TEACHER:**

To be awarded the full FOUR marks for **EVALUATION**, candidates must give a **POSITIVE** statement, (✓) **qualify** it, (✓) give a second **NEGATIVE** statement (✓) and **qualify** it. (✓)

**Possible responses could include:**

- Printed materials may be accessible/distributed in areas without electricity/access to electronic media, (✓) enhancing a wider geographic distribution of print media to rural communities; (✓) but, due to its limited physical distribution it makes it difficult for a wider/bigger audience to access, (✓) unlike digital formats which can be accessed instantly from anywhere. (✓)
- Print media is considered reliable/credible, (✓) due to its editing/fact-checking processes making it more trustworthy; (✓) however, the need/use of online/digital resources are more favoured/preferred (✓) due to the speedy/convenient/up-to-date information. (✓)
- Reading printed resources helps to improve focus/comprehension/memory retention, (✓) especially for in-depth understanding of intensive/academic material; (✓) however, the production of printed media causes harm to the environment by consuming natural resources, (✓) making digital platforms a more sustainable option. (✓)
- Print media remains valuable for advertisers/company's targeting specific audiences, (✓) as this may have a longer/lasting coverage/exposure; (✓) but, it may be expensive to print/distribute print media, (✓) making it a less feasible/practical option. (✓)
- Certain print formats (e.g. journals/magazines) still attract a loyal audience, (✓) due to their specific content coverage; (✓) whereas, younger readers are turning to digital media, (✓) as this has more variety/appeal that suits their fast-paced lives. (✓)
- Printed materials provide a setting that is free from digital interruptions, (✓) like advertisements/notifications/social media distractions making them ideal for deep reading/reflection; (✓) yet, they cannot compete with the multiple digital platforms of today's digital society, (✓) which provides real-time news/constant content updates. (✓)
- Books/newspapers/magazines in print can endure for generations, (✓) preserving information in an unchanging/accessible/format; (✓) yet, in spite of this durability digital copies are more convenient/manageable to store, (✓) especially in homes/libraries/institutions with limited capacity. (✓)
- Having physical books can be a personalised experience (✓) since you have ownership over the books; (✓) however, the cost of print materials can be expensive for some families (✓) compared to digital books/resources which are often seen as more affordable/easier to access/can also be shared freely online with others. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4)

(8)  
[20]

**QUESTION 6****\*NOTE TO TEACHER:**

- In this question, candidates' answers must be written in full sentences as far as possible. Hence, within the 4-mark question, candidates could and should be awarded 4, 3, 2 and 1 or a 0 (zero) depending on the level of answers given.
- To be awarded the full FOUR marks, candidates must give a **statement**, (✓) **elaborate** on the statement, (✓) **qualify** (✓) and give an **outcome**. (✓)
- **Briefly state FOUR factors to consider when adding someone as a reference on your Curriculum Vitae (CV).**

**Marks should be awarded as follows:**

ONE mark (✓) for each response.

Factors could include ...

- selecting individuals who are employers/supervisors/teachers who will speak/write positively about your skills/work ethic/character. (✓)
- choosing someone with a strong professional connection with you. (✓)
- identifying the person who could best give a positive/credible assessment of your abilities. (✓)
- ensuring that the individual has valid/professional contact details. (✓)
- consent/permission from the listed reference to use their personal details on your application. (✓)
- verify that the details of the person are accurate/up-to-date. (✓)
- making sure that the person's work experience/credentials is relevant to the job that you are applying for. (✓)
- selecting references who have strong professional credibility/reputation/are well-respected in their field. (✓)
- considering the reference's availability/willingness to respond promptly. (✓)
- *Any FOUR of the above responses for ONE mark each.* (4 x 1) (4)
- **Analyse the importance of researching a company's mission statement when applying for available jobs.**

**\*NOTE TO TEACHER:**

- To be awarded the full FOUR marks, candidates must give a **statement**, (✓) **elaborate** on the statement, (✓) **qualify** it (✓) and give an **outcome**. (✓)

**Marks should be awarded as follows:**

FOUR marks (✓✓✓✓) for each of the TWO well-explained responses.

It may ...

- allow you to see whether their work goals align with yours, (✓) so that you may assess whether your skills/values may have a positive contribution towards their long-term objectives, (✓) helping you to decide on the relevant position to apply for, (✓) thereby ensuring that you end up in a job that best suits your strengths/ interests. (✓)
- help you to see the direction the company is moving towards, (✓) enabling you to assess the possibility for career growth, (✓) since this may fit in with your career aspirations, (✓) assisting you in making an informed career choice. (✓)

- give you an understanding of the expectations of the company, (✓) as it may reflect the vision of the company, (✓) which may give you a clear sense of what may be required from you, (✓) thereby ensuring that you are better prepared should you be employed by the company. (✓)
- provide insight into the company's culture, (✓) as this may help you understand the workplace environment/atmosphere, (✓) helping you to determine whether you could integrate well within the company, (✓) increasing your chances to flourish/thrive as an employee. (✓)
- give you information about the company's reputation/position in the industry, (✓) as this may have an impact on your professional reputation should you be appointed in the company, (✓) thereby ensuring that your career image is protected, (✓) not limiting any future career prospects. (✓)
- prepare you for a possible interview, (✓) as you may have a broad overview of the company's profile, (✓) putting you in a better position to answer any possible questions that may be aligned to their vision, (✓) thus improving your chances of securing the job. (✓)
- indicate the company's involvement in corporate social responsibility/ethical business practices, (✓) which may help you to choose companies that match your moral/ethical standards, (✓) helping you to acquire a position that gives you job satisfaction, (✓) thereby enhancing your well-being within the company. (✓)
- impress potential employers when you reference the mission statement in your application/cover letter/adapt your CV, (✓) as companies may value candidates who take the initiative to research/understand their organisation, (✓) which may show them that you are proactive/well-prepared/interested in being part of the company, (✓) leading to an increased chance of getting a job offer. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4)

(8)

- **Evaluate why an employer may choose to hire a candidate with previous work experience.**

**Marks should be awarded as follows:**

FOUR marks (✓✓✓✓) for each of the TWO well-explained responses.

**\*NOTE TO TEACHER:** To be awarded the full FOUR marks for **EVALUATION**, candidates must give a **POSITIVE** statement, (✓) **qualify** it, (✓) give a second **NEGATIVE** statement (✓) and **qualify** it. (✓)

**Possible responses could include:**

- Requires less training/Could start work immediately, (✓) as they may already have the skills/knowledge needed for the job; (✓) however, they may find it difficult to learn new ways of doing things, (✓) and may struggle to adjust to company policies. (✓)
- Has a proven track record of their performance at previous institutions, (✓) showing their reliability/work ethics; (✓) on the other hand, experience may not always mean that they do the job well, (✓) as they may have bad work habits/use old-fashioned methods. (✓)
- Knows the industry well, (✓) as they may understand how the job/workplace functions; (✓) however, they may not bring new ideas/fresh ways of thinking, (✓) as they may lack creativity/innovation. (✓)

- Could be good at solving problems, (✓) as they may handle challenges/multitask/work well under pressure; (✓) however, if they are too experienced, they may feel the job is too easy, (✓) thus they may quickly lose interest/seek other employment opportunities. (✓)
- Shows dedication/stability in their work, (✓) as their work history may show that they are responsible/can stay in a job for a long time; (✓) however, they may expect high salaries/better benefits/special treatment for their expertise, (✓) putting strain on the company/that the company may not be able to offer. (✓)
- Has strong people skills, (✓) as they may know how to communicate/work in teams/manage time well in getting the job done; (✓) yet, if they come from a very different work environment, they may find it difficult to fit into a new company's way of doing things, (✓) which may lead to conflict/misunderstandings in the workplace. (✓)
- Strengthening the company's credibility, (✓) enhancing the possibilities for the company to attract clients/investors; (✓) however, an over-emphasis on experience may disadvantage other employees, (✓) as they may have the skills but lack formal work experience. (✓)
- Being regarded as prepared for leadership roles, (✓) reducing the need for outsourcing candidates; (✓) whereas, some of them may not be willing to take on leadership responsibilities, (✓) since they may not be equipped to manage younger/dynamic teams. (✓)
- Can mentor/guide less experienced colleagues (✓) enhancing overall team performance; (✓) but, they may dominate discussions/impose their own ways of doing things, (✓) limiting innovation. (✓)
- Has a developed professional network (✓) which could benefit the company through contacts/partnerships, (✓) though over-reliance on past networks may hinder building new relationships internally (✓) affecting cohesion. (✓)
- *Any TWO of the above responses for FOUR marks each.* (2 x 4) (8)

**[20]**

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 100**