



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
5 SEPTEMBER 2014
MEMORANDUM**

MARKS: 80

This memorandum consists of 19 pages.

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | |
|-----|--------|---|-----|
| 1.1 | 1.1.1 | D | (✓) |
| | 1.1.2 | C | (✓) |
| | 1.1.3 | A | (✓) |
| | 1.1.4 | C | (✓) |
| | 1.1.5 | B | (✓) |
| | 1.1.6 | C | (✓) |
| | 1.1.7 | A | (✓) |
| | 1.1.8 | D | (✓) |
| | 1.1.9 | A | (✓) |
| | 1.1.10 | C | (✓) |

(10 x 1) (10)

- 1.2 1.2.1 According to the Basic Conditions of Employment Act, what is the responsibility of the employer towards:

- (a) An employee working on a public holiday.
The employer ...

- must pay an employee double/extra for working on a public holiday that falls on a working day. (✓)

OR

- can negotiate with the employee for a day off if they have to work on a public holiday. (✓)

(1)

- (b) A female employee requiring maternity leave.
The employer...

- must grant a pregnant worker up to four continuous months of maternity leave. (✓)
- must allow the employee maternity leave anytime from 4 weeks before the expected date of birth. (✓)
- must allow the employee maternity leave on a date a doctor or midwife says it is necessary for her health or that of her unborn child. (✓)
- may not require the employee to work for 6 weeks after the birth of her child unless declared fit to do so by a doctor or a midwife. (✓)
- may not expect a pregnant or breastfeeding worker to perform work that is dangerous to her or her child. (✓)

(1)

- 1.2.2 Flexibility (✓) (1)
- 1.2.3 The practice among those with power or influence of **favouring/benefitting relatives/family or friends**, especially by giving them jobs or position of authority without the relevant qualifications. (✓✓) (2)
- 1.2.4 National (✓) (1)
- 1.2.5 Impact of unemployment on the individual's emotional well-being:
- It can cause the following ...
- Depression (✓)
 - Anger (✓)
 - Helplessness (✓)
 - Poor self-esteem/lack of self-confidence (✓)
 - Lack of motivation / De-motivation (✓)
 - Anxiety (✓)
 - Stress (✓)
 - Frustration (✓)
 - Aggression (✓)
 - Sense of worthlessness / inferiority (✓)
 - Suicidal feelings / thoughts (✓)
 - Loneliness (✓)
- Or any other TWO relevant responses for ONE mark each. (2)
- 1.2.6 Study skills that **improve memory** while studying include:
- Flash cards (✓) with important information that you can carry around with you to revise. (✓)
 - Mind maps/Spider diagrams (✓) links information in a logical way that help you to break large amounts of information into manageable pieces. (✓)
 - Mnemonics (✓) a word, sentence or song that helps you with recalling information / verbalising (✓)
 - Summaries (✓) use key words that are important to the content. (✓)
 - Tables (✓) helps you organize information in a logical and connected way. (✓)
- Or any other ONE relevant response with a suitable explanation for TWO marks.
- Award ONE mark for identifying the skill.
Award ONE for a suitable explanation. (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 Marks are awarded as follows:**

- ONE mark (✓) for mentioning the relevant labour law applicable to the extract.
AND
- TWO marks (✓✓) depending on the explanation offered by candidates.

LABOUR LAW	EXPLANATION
The Labour Relations Act (LRA) (✓)	<ul style="list-style-type: none"> • This act stipulates a framework for good working relationships between the employer and employee. (✓) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • This act makes rules for the relationships between employer and an individual or groups of employees, employer or employer's organisations and a trade union and employee and a trade union. (✓) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • This extract shows lack of communication on the duties and functions of the employees. (✓)
OR	
The Basic Conditions of Employment Act (BCEA) (✓)	<ul style="list-style-type: none"> • The act regulates/ensures that working/live-in conditions of the worker, remuneration and job contract is of a minimum/acceptable standard (✓), thereby preventing domestic workers from exploitation. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • This act stipulates legal requirements with regard to number of hours an employee is supposed to work each week, over-time hours, meal-breaks, shift work, annual leave, family leave, maternity leave, notice of termination of employment and remuneration. (✓) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The extract describes the unhealthy live-in conditions of domestic workers, unfair payment and working hours. (✓) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The extract also shows the employee performing duties outside of the contract of employment. For example, massaging the employer. (✓)
OR	
Sectoral Determination 7 (✓)	<ul style="list-style-type: none"> • Applies to all domestic workers with regards to minimum wage and working hours, (✓) it protects the rights of all domestic workers. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The extract describes the unhealthy live-in conditions of domestic workers, unfair payment and working hours. (✓)

(1 + 2) (3)

2.2 Marks must be awarded as follows:

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

It appears that the labour laws are not being effectively adhered to for domestic workers in South Africa by some employers. Three possible reasons may include:

- Many domestic workers may not know or understand their rights (✓) and are vulnerable to exploitation. (✓)
- Many domestic workers are living and working in social isolation (away from family and friends) (✓) and they may therefore not be aware of their rights. (✓)
- There is often no formal job description or employment contract (✓) hence they are exploited to do any job that the employer wishes. (✓)
- Illegal immigrants may not be formally registered and may be desperate for money (✓) and therefore accept any job without proper contracts/with a low salary. (✓)
- Department of Labour does not have accurate data of domestic workers (✓) and this makes it difficult to monitor their rights/intervene when necessary. (✓)
- Poverty (✓) may force some domestic workers to accept any working conditions. (✓)
- Lack of active participation of unions (✓) and those rules are not followed. (✓)
- Lack of reporting structures (✓) therefore leading to exploitation of workers. (✓)

Or any other THREE relevant responses for TWO marks each. (3 x 2) (6)

2.3 Marks should be awarded as follows:

- ONE mark (✓) for each of the THREE recommendations
AND
- ONE mark (✓) for showing how each of these recommendations could improve the lives of domestic workers.

The following recommendations could protect the rights and improve the lives of domestic workers:

The unions could...

- educate members on their rights (✓) and in this way employers can be made accountable for their employment conditions. (✓)
- ensure that proper reporting procedures and systems (e.g. hotlines) are in place. (✓) This will enable domestic workers to report without fear of intimidation or loss of jobs. (✓)
- ensure that domestic workers who are illiterate are encouraged to show their contracts to people that can explain it to them (✓) as this will enable them to know what they are signing for and committing to. (✓)
- use mass media such as radio, television, newspaper etc. (✓) to create awareness in employers and employees on their rights. (✓)

- encourage domestic workers to join the union through advocacy meetings in places where they would be reached e.g. villages, churches, and through social workers. (✓) This will create awareness of the roles of the union and services which will be available to them as members. (✓)
- create awareness on the role of the union, their policies and services that will be available to members (✓) so that they know where to get advice and assistance e.g. breaking a contract (by both domestic workers and employers) is illegal. (✓)
- use collective power (✓) to influence decisions regarding working conditions of domestic workers. (✓)
- intervene in wage bargaining (✓) to ensure that domestic workers have a living wage. (✓)
- set standards (✓) in relation to job terms and conditions. (✓)
- promote intervention strategies (✓) so that issues raised by their members are addressed. (✓)
- help to develop the human potential of its members (✓) so that they can be empowered to bargain on their own. (✓)
- organise domestic workers (✓) so that they can raise issues collectively. (✓)
- to represent domestic workers at disciplinary hearings (✓) to give them support and advice. (✓)

Or any other THREE relevant responses for TWO marks each. (3 x 2)

(6)
[15]

QUESTION 3

3.1 Marks should be awarded as follows:

- ONE mark (✓) for each of the THREE causes.

Explanation of the THREE possible causes for the high HIV infection rate of the 30–34-year age group:

- They are more independent and more likely to have more sexual partners and may perhaps indulge in unprotected sex. (✓)
- They may be in a relationship and their partners insist upon having unprotected sex because they trust one another. (✓)
- They are highly mobile and may migrate and this may result in multiple sexual partners and hence they may be more likely to engage in unprotected sex. (✓)
- They have lifestyles that are more likely to make them more vulnerable to HIV infection e.g. drug use, reckless behaviour, poor condom use. (✓)
- Denial by some of them that they could be infected with HIV/Aids and therefore they do not go for testing. (✓)
- Unemployment may force some women into 'commercial sex-work'/prostitution which make them more vulnerable to infection. (✓)

Or any other THREE relevant causes for ONE mark.

(3 x 1)

(3)

3.2 Marks must be awarded as follows:

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

Reasons for the gender imbalance as reflected on the graph include:

- The economic dependency of woman in certain cultures makes them more vulnerable to HIV infection, because men tend to exert more power in these relationships. (✓) This results in women not being able to protect themselves against abuse, sexual exploitation or unprotected sex. (✓)
- Woman are more susceptible to HIV infection than men (✓) due to some biological factors, e.g. immature cervix in younger females. (✓)
- In several cultures women do not have any power to negotiate sexual issues, e.g. using condoms. (✓) This make women more vulnerable to HIV infection. (✓)
- Sexual violence, which can include rape, is prevalent in South Africa. (✓) As a result many women may become infected because they are forced to have unprotected sex. (✓)
- Young girls have unprotected sex with older men ('sugar daddies' – for material benefits) who have had multiple sexual partners. (✓) This exposes young women to the risks of contracting HIV. (✓)
- In some cultures, having multiple sexual partners and not using any protection is a measure of masculinity and prestige among men. (✓) This can actually raise a woman's risk of contracting HIV. (✓)

Or any other THREE relevant responses for TWO marks each.

(3 x 2)

(6)

3.3 Marks should be awarded as follows:

- ONE mark (✓) for mentioning an intervention strategy
AND
- TWO marks (✓✓) for critically evaluating the strategy.

State TWO intervention strategies that have been put in place by the government or your community to prevent HIV infections. Critically evaluate the effectiveness of each strategy.

Prevention of HIV infection

- **Condoms have been provided freely in health care centres.** (✓)
 - Condoms are effective because those who engage in safe sex have easy access to it at the clinics. (✓✓)**OR**
 - Providing free condoms may not be effective since there are still a great number of teenage pregnancies, suggesting that there are those who do not use them. (✓✓)

- **Mother-to-child transmission prevention programmes are implemented by Government. (✓)**
 - Mother-to-child-transmissions have decreased with proper education and making the services accessible in most of the community. (✓✓)
 - OR**
 - There are still pregnant women who do not visit the clinic to make use of the services provided or some of the mothers default their treatment. (✓✓)

- **Peer education / life skills programmes have empowered youth by making information more accessible. (✓)**
 - They are more likely to discuss and open up to their peers within a safe environment than with the adults. (✓✓)
 - OR**
 - Youth do not take seriously the advice from their peers and the infection rate keeps on rising. (✓✓)

- **Voluntary Counselling and Testing (VCT) and Provider Initiated Counselling and Testing services have been made available in communities. (✓)**
 - These services are free and enable early diagnosis and prevention of re-infections. (✓✓)
 - OR**
 - Because of the stigma of HIV, people in the community are still reluctant to go for counselling. (✓✓)

- **Awareness by religious institutions and organisations. (✓)**
 - They have played an important role in facilitating information, providing knowledge and encouraging abstinence. (✓✓)
 - OR**
 - They have not been fully involved due to the religious points of view that make people feel judged or guilty and shameful. (✓✓)

- **People who are living with HIV and Aids have been engaged as ambassadors. (✓)**
 - They have advocated awareness and prevention effectively, hence people have been able to identify with them because of their real life roles and situations. (✓✓)
 - OR**
 - People who have disclosed their HIV status have been stigmatised. (✓✓)

- **Community prevention programmes. (✓)**
 - As an example: male medical circumcision has been promoted in health centres and thousands of men have been safely circumcised. (✓✓)
 - OR**
 - Although this service is available, a lot of men are still reluctant to make use of these services in their community because of apathy (not interested)/prefer to/are compelled to use traditional methods. (✓✓)

- **There are increased home-based care centres/care givers.** (✓)
 - There has been an increase in support networks, such as home-based care and trained care givers; hence people have been able to get more help in care and support. (✓✓)
 - OR**
 - People do not make use of these home-based care centres or are reluctant to use the care givers. (✓✓)

- **Media campaigns** (✓)
 - They have played an important role in providing information to the public and this has helped to decrease HIV infections. (✓✓)
 - OR**
 - These campaigns are not evident in all communities, hence people are still unaware and infections continue. (✓✓)

Or any other TWO relevant responses for THREE marks each. (3 x 2)

(6)
[15]

TOTAL SECTION B: 30

SECTION C

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 'EQ' (Exceeded number of questions required).

QUESTION 4

Candidate's response must be in essay form.

A maximum of **TWELVE marks** will be allocated for the **candidate's response** and a maximum of **THREE marks** will be awarded for **overall impression and insight** provided. See rubric below. 12 + 3 (15)

Discuss TWO roles of the media in terms of coverage of sport.

Marks should be awarded as follows:

- TWO marks (✓✓) for each well discussed role.
- OR**
- ONE mark (✓) for an average discussion.

The role of the media in terms of coverage of sport is to ...

- educate people about different sporting codes and rules of the game (✓) so that the public becomes educated on how the game should be played. (✓)
- provide unbiased commentary and accurate reporting on local and international sporting events, for example the Olympic Games, Super 15, UEFA Soccer League, etc. (✓) to keep the public informed and up to date with latest developments. (✓)
- provide equal coverage to both male and female participation (✓) so as not to encourage bias for or against specific gender sports. (✓)
- publicise the performance and achievements of sports personalities (✓) so as to encourage interest and support for sporting personalities. (✓)
- promote sports participation, friendly competition, healthy living and the love of sports (✓) in order to encourage a healthy lifestyle. (✓)
- provide unbiased commentary and accurate reporting on sporting events that occur across the world (✓) as this demonstrates the value of honesty and increases trust in the reliability of the media. (✓)
- provide entertainment to the audience by showing sporting events. (✓) encourages social interaction, relaxation and also promotes patriotism. (✓)
- act as a watchdog (✓) to expose corruption and mismanagement in sport. (✓)
- act as a platform to promote debate and discussion in sport (✓) and in this way people are more informed and involved in sporting issues. (✓)
- expose violations of human rights in sports (✓) so that issues like gender bias and discrimination are appropriately addressed. (✓)

Or any other TWO relevant responses for TWO marks each.

(2 x 2)

(4)

Critically analyse TWO ways in which the media can both influence public opinion of sports personalities in a:

- **Positive way**
- **Negative way**

Marks should be awarded as follows:

- FOUR marks (✓✓✓✓) should be awarded for the analysis of TWO positive ways
AND
- FOUR marks (✓✓✓✓) should be awarded for the analysis of TWO negative ways.

The media can influence public opinion of sports personalities in a POSITIVE way:

The media ...

- constantly highlights the achievements of a particular sports personality by allocating sufficient space or time in print and electronic media. (✓) This leads to people admiring the success and talent of the sports personality, creating a positive and likable image of the sports personality. (✓)
- frequently projects the sports personality in advertisements in print (e.g. billboards) and electronic media. The public is constantly exposed to the image of the sports personality and this positive image is engraved in the public mind. (✓) This increases the popularity of the person and makes him/her a role model. (✓)
- highlights charitable organisations or causes to which the sports personality is associated. In this way the public is swayed to support the cause and to come to like and admire the person because of his/her commitment and dedication to charity work, (✓) creating a biased attitude towards the sport personality, for example if there are any negative rumours of the personality one tends not to believe it. (✓)

Or any other relevant responses for FOUR marks.

The media can influence public opinion of sports personalities in a NEGATIVE way:

The media ...

- 'persecutes' some sports personalities by repeatedly writing or talking about their mistakes or failures. It focuses the public's attention only on the negative aspects of the sports personality. (✓) In this way, whatever positive achievements are made by the sports personality is overshadowed by the negative perception that has been created of the sports personality. (✓)
- often reflects their personal opinions of the sports personality and exaggerate facts. They often include speculation and unfounded gossip and rumours. (✓) The public tend to believe these stories and this further puts them in a bad light in the public eye. (✓)

- uses sensational headlines/photographs of the private lives of sports personalities to help to sell newspapers. Often these stories are placed on the front page of the newspaper. (✓) In this way the negative news is given prominence and this often sways the public's thinking and opinion. (✓)
- creates a hype about a certain player and projects him/her as being the best player in the team. (✓) The public only focuses their support and attention on that player, and forget that the other players have contributed to the success as well. (✓)

Or any other relevant responses for FOUR marks. (2 x 2)

(4)

As this is an essay, marks must be awarded for overall impression and insight shown. The candidate must be able to discuss the essay, placing it in context of the statement/question.

The following rubric should be used when assessing overall impression and insight:

CRITERIA	EXCELLENT (3)	GOOD (2)	WEAK (1-0)
Overall Impression and insight	The candidate's essay shows: <ul style="list-style-type: none"> • excellent insight and critical thinking skills • convincing discussion • cites current examples • provides excellent reasons for their analysis 	The candidate's essay shows: <ul style="list-style-type: none"> • satisfactory insight and critical thinking skills • satisfactory discussion • cites current examples • satisfactory reasons given for analysis 	The candidate's essay shows: <ul style="list-style-type: none"> • no/limited insight or critical thinking skills • no/limited discussion • no/lacks current examples • no/limited reasons given for analysis

(3)
[15]

QUESTION 5

Candidate's response must be in essay form.

A maximum of **TWELVE marks** will be allocated for the **candidate's response** and a maximum of **THREE marks** will be awarded for **overall impression and insight** provided. See rubric below. 12 + 3 (15)

Evaluate the impact of bribery on the individual and the company.

NOTE: Teacher

A broad definition of bribery: Bribery is a crime which includes the offering, giving or receiving of any item of value to influence the actions of an official or other person in the company.

Candidate has to provide TWO ways for individual and TWO ways for company:

The impact of bribery on the individual could:

- result in the individual losing his/her job if he/she is found guilty of bribery, (✓) and this may contribute to financial, social and emotional problems in his/her life. (✓)
- result in a jail sentence, if the individual is criminally charged and found guilty, (✓) resulting in a loss of freedom. (✓)
- result in costly fines and penalties (✓) which could lead to financial losses and even bankruptcy. (✓)
- destroy the image that other employees have of the individual, (✓) especially if he/she is seen as a role model by other employees in the company. (✓)
- result in the individual being blacklisted, (✓) and may not be able to get any type of employment. (✓)
- result in poor performance in his / her job (✓) if the individual mostly spends time in acquiring personal wealth at the expense of the company's time and resources. (✓)
- lower the self-esteem of an individual, (✓) if he/she is caught out and stigmatised by other employees in the company. (✓)
- cause the individual to develop an unethical value system, (✓) because he/she becomes so obsessed with improving status and wealth in society. (✓)

Any TWO other relevant responses for TWO marks each.

(2 x 2)

(4)

The impact of bribery on the company could:

- add to the cost of doing business with the company, (✓) because one has to pay additional money for the bribe to be awarded the tender/contract or the business deal. (✓)
- lower the quality of services and products of the company, (✓) as contracts may not be awarded to the most appropriate bidder. For example inferior building materials may be purchased in exchange for a bribe. (✓)
- create an unethical culture among employees, (✓) for example, if employees are aware that a manager accepts bribes, they may engage in the same unethical practice. (✓)
- place firms and companies at a risk of being barred or being refused business with other companies/government/banks, (✓) because of the negative image that the firms/companies has gained due to the unethical practices. (✓)
result in poor service delivery of the company, (✓) because individuals are more concerned with personal gain and do not commit themselves to the goals of the company. (✓)
- damage the reputation of a company, (✓) long after the event and can overshadow other achievements of the company. (✓)

Any TWO other relevant responses for TWO marks each. (2 x 2) (4)

Propose TWO ways in which citizens can deal with bribery in their communities.

TWO marks for TWO well explained responses.

Citizens can deal with bribery in the community by ...

- becoming involved in raising awareness within communities (✓) by joining in community meetings, neighbourhood forums or creating social media platforms, where citizens can discuss bribery that is happening in the community. (✓)
- taking note of the incident (✓) and report/whistle blow it to the relevant supervisor or local authorities in order for the correct procedures of prosecution to take place. (✓)
- drawing up a petition against bribery or people within the community (✓) present it to organizations or local authorities to draw attention and demand action against these acts. (✓)
- voting against leaders or organizations who are involved in bribery within the community. (✓) In the process of voting the guilty parties can be replaced by others who uphold moral ethics. (✓)
- reporting bribery (being a whistle blower) in the community to local newspapers or radio stations who have programmes that raise awareness of community problems (✓) and influence the correct follow-up of these actions. (✓)
- being accountable and taking responsibility for one's own actions (✓) by not partaking in bribes or fraudulent acts that may be initiated by community authorities, like the police, municipality, traffic officers and other governmental authorities. (✓)

Or any other TWO relevant responses for TWO marks each. (2 x 2) (4)

As this is an essay, marks must be awarded for overall impression and insight shown. The candidate must be able to discuss the essay, placing it in context of the statement/question.

The following rubric should be used when assessing overall impression and insight:

CRITERIA	EXCELLENT (3)	GOOD (2)	WEAK (1–0)
Overall Impression and insight	The candidate's essay shows: <ul style="list-style-type: none"> • excellent insight and critical thinking skills • convincing discussion • cites current examples • provides excellent reasons for their analysis 	The candidate's essay shows: <ul style="list-style-type: none"> • satisfactory insight and critical thinking skills • satisfactory discussion • cites current examples • satisfactory reasons given for analysis 	The candidate's essay shows: <ul style="list-style-type: none"> • no/limited insight or critical thinking skills • no/limited discussion • no/lacks current examples • no/limited reasons given for analysis

(3)
[15]

QUESTION 6

Candidate's response must be in essay form.

A maximum of **TWELVE marks** will be allocated for the **candidate's response** and a maximum of **THREE marks** will be awarded for **overall impression and insight** provided. See rubric below. 12 + 3 (15)

Evaluate whether or not the 16 Days of Activism Campaign or any similar campaign has helped women and children who have been abused in your community.

NOTE:

The candidate's evaluation may indicate that campaigns **HAVE** helped women and children in the community, providing their responses are valid and relevant.

Any four relevant responses for TWO marks each.

OR

They may indicate that campaigns **HAVE NOT** helped women and children in the community, providing their responses are valid and relevant.

Any four relevant responses for TWO marks each.

The campaign **has** helped women and children who have been abused by:

- creating awareness of the negative effects of abuse against women and children in the community, (✓) through various forms of media (print and electronic). (✓)
- making the community aware of the consequences for the abuser, (✓) that this abuse is a crime and is punishable by law. (✓)
- assisting in reducing violence against women and children, (✓) because the campaign highlights the rights of the victims and the laws that protect them. (✓)
- giving women and children a platform to speak out about the abuse, (✓) and in this way make them feel that they have value and this improves their self-esteem and self-confidence to face the world. (✓)
- educating them (✓) about how to report it and where to report cases of abuse. (✓)
- encouraging them to report the abuse to the police (✓) without fear of intimidation and stigma in the community. (✓)
- making community members more aware of the dangers and vulnerability of women and children in the community, (✓) thereby making them more alert and observant to possible abuse in the community. (✓)
- providing women and children with information (✓) about where they can go for help as well as information about places of safety. (✓)
- getting men to participate in the cause, (✓) by including them in marches that display posters with anti-abuse slogans. (✓)
- encouraging men to attend meetings, (✓) so to educate other men on issues of abuse against women and children in the community. (✓)
- involving other stakeholders, community organizations and political parties (✓) to work together to address a common goal. (✓)
- organising sponsorship and financial assistance (✓) for women and children who have been abused. (✓)

Any four relevant responses for TWO marks each.

(4 x 2)

(8)

OR

The campaign **has NOT** helped women and children who have been abused because:

- the awareness campaign was not effective, (✓) because advertising of the campaign has not reached many communities as most people are not really aware of the campaign. (✓)
- it has not really reduced abuse in communities, (✓) because there are still many women and children who experience abuse in the community. (✓)
- women and children are still afraid to report abuse, (✓) because they fear intimidation and being stigmatised in the community. (✓)
- the media still shows an increased abuse of younger children, (✓) which means that the campaign has not been effective in some communities. (✓)
- news often carries articles about Intimate Partner Violence (IPV), (✓) and this shows that abuse still continues in many relationships. (✓)

- although much money was spent on the campaign, there is no definitive statistics (✓) that indicate that the campaign has made a difference in reducing violence against women and children. (✓)
- the attention given to this campaign for 16 days per year detracts from the violence (✓) committed by men throughout the year. (✓)
- the money spent on the campaign can be better spent on financial assistance to the victims of abuse, (✓) rather than on advertising and awareness campaigns which have no real impact on communities. (✓)

Any four relevant responses for TWO marks each.

(4 x 2)

(8)

Propose TWO ways in which your community can support this campaign.

Communities can:

- support the campaign by wearing the white ribbon during the 16-day period. (✓)
A white ribbon is a symbol of peace and symbolises the commitment of the wearer to never commit or condone violence against women and children. (✓)
- participate in the various 16 Days of Activism events and activities (✓) that are usually organized by the relevant stakeholders. (✓)
- assist NGOs and local community groups who support abused women and children (✓) by volunteering themselves to these organisations. (✓)
- volunteer their time and skills (✓) by helping to plant a garden at a shelter, sponsoring plastic tables and chairs for kids at a clinic or by joining an organisation as a counsellor. (✓)
- donate money or raise funds for organisations working to end violence against women and children by making a contribution to the Foundation for Human Rights. (✓) The Foundation receives money raised during the campaign and distributes it to non-governmental organisations. (✓)
- speak out against woman and child abuse by: (✓)
 - encouraging silent female victims to talk about abuse and ensure that they get help. (✓)
 - reporting child abuse to the police. (✓)
 - encouraging children to report bully behaviour to school authorities. (✓)
 - encouraging men and boys to talk about abuse and actively discourage them from abusive behaviour. (✓)
 - encouraging perpetrators to seek help if they are emotionally, physically or sexually abusive to their partner and/or children. (✓)
 - encouraging people to take a stand against friends, relatives and colleagues who abuse women and children. (✓)
 - join community policing forums (CPFs). These forums work together with the police to ensure the safety and security of people in the community. (✓) The goal is to bring about effective crime prevention in the community. (✓)
 - encourage members to become reservists who volunteer their services and time (✓) to support local policing efforts to fight crime (✓).

Any two relevant responses for TWO marks each.

(2 x 2)

(4)

As this is an essay, marks must be awarded for overall impression and insight shown. The candidate must be able to discuss the essay, placing it in context of the statement/question.

The following rubric should be used when assessing overall impression and insight:

CRITERIA	EXCELLENT (3)	GOOD (2)	WEAK (1-0)
Overall Impression and insight	The candidate's essay shows: <ul style="list-style-type: none"> • excellent insight and critical thinking skills • convincing discussion • cites current examples • provides excellent reasons for their analysis 	The candidate's essay shows: <ul style="list-style-type: none"> • satisfactory insight and critical thinking skills • satisfactory discussion • cites current examples • satisfactory reasons given for analysis 	The candidate's essay shows: <ul style="list-style-type: none"> • no/limited insight and critical thinking skills • no/limited discussion • no/lacks current examples • no/limited reasons given for analysis

(3)
[15]

TOTAL SECTION C: 30
GRAND TOTAL: 80