



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LIFE ORIENTATION

(First Paper)

NQF LEVEL 4

28 February 2020

This marking guideline consists of 13 pages.

GUIDELINE FOR MARKERS

1. Markers are reminded that some aspects of Life Orientation can be interpreted broadly and therefore a broad range of answers may be given. The marking guideline is not intended to be prescriptive. However, answers that are incorrect should never be marked as correct.
2. Markers should use their discretion when marking. Students' answers should be assessed within the context of their life experiences.
3. Content should be marked, not grammar.
4. For some questions a number of example answers are given. These serve as a guide for the type of response that is required. Markers should carefully work through all the different answers to get a sense of the type of acceptable answers.
5. For some answers, markers are guided by the statement 'Only this answer'. This means that no other answers are acceptable.
6. Markers should carefully check the mark allocation per question and mark strictly according to this mark allocation.

NOTE:

(2 × 1) means there should be TWO answers and ONE mark allocated per answer. (1 × 2) means TWO marks are allocated for ONE answer.

7. Where students are requested to write a paragraph, evaluate, describe, discuss or explain, one-word answers cannot be accepted and should not be marked.
 8. Thank you for marking carefully, rigorously and fairly. Maintaining a high standard helps to enhance the status of this every important subject.
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SECTION A**QUESTION 1**

- 1.1 C
- 1.2 E
- 1.3 I
- 1.4 A
- 1.5 D
- 1.6 B
- 1.7 K
- 1.8 G
- 1.9 F
- 1.10 H

(10 × 1) [10]

QUESTION 2

- 2.1 B
- 2.2 B
- 2.3 D
- 2.4 C
- 2.5 C
- 2.6 C
- 2.7 C
- 2.8 B
- 2.9 B
- 2.10 A

(10 × 1) [10]

QUESTION 3

- 3.1 False✓ – Get references from professional people who will provide the best insight into work i.e. supervisors, managers, lecturers and principals.✓
- 3.2 True✓ – The right to assembly, demonstration, picket and petition enables employees to choose whether to strike or not. / Everyone has the right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions. ✓
- 3.3 False✓ – Lifelong learning helps you to be informed of new developments. / It helps you to prepare yourself for job changes and promotions. / Lifelong learning helps you to grow, develop and improve yourself. ✓
- 3.4 False✓ – External dispute resolution solves disputes brought by parties who failed to reach agreement through internal dispute resolution.✓
- 3.5 True✓ – It helps people to hold leaders to account.✓

(5 × 2) [10]

QUESTION 4

- 4.1 drunk drivers/negligence/speeding/talking on cell phone
 4.2 self-management
 4.3 money/financial
 4.4 lifelong
 4.5 registered

(5 × 1) **[5]**

QUESTION 5

- 5.1 5.1.1 • Free and fair elections are not biased towards any political side.
 • Everybody has the right to choose who to vote for.
 • Parties do not force people to vote for them.
 • Political parties have an equal right to contest elections,
 campaign for voters and hold meetings and rallies. (1 × 2) (2)
- 5.1.2 • Violence deterring voters from voting
 • Bribing of voters
 • Inadequate education of voters
 • Inaccessibility of voting stations
 • Illiteracy
 • Rigging of elections (3 × 1) (3)
- 5.1.3 • Provide voter education.
 • Arbitrate/adjudicate/resolve disputes which may arise.
 • Promote knowledge of sound democratic processes.
 • Promote conditions which are conducive to elections. (2 × 1) (2)
- 5.2 • Engage youth to be interested and participate in politics.
 • Use social media to promote voter education.
 • Promote political learning.
 • Organise discussions and debates about political issues and policies.
 • Go door-to-door to talk about elections. (3 × 1) (3)

[10]

TOTAL SECTION A: 45

SECTION B**QUESTION 6**

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|-----|-------|--|---------|-----|
| 6.1 | 6.1.1 | <ul style="list-style-type: none"> • They have had enough of being harassed • They are tired of being killed/murdered • They are sick of being stigmatised • They are upset at being discriminated against • They are fed up with being bullied and /or beaten • They no longer want to be the victims of homophobia • They no longer can stand being called names and being insulted. | (3 × 1) | (3) |
| | 6.1.2 | <ul style="list-style-type: none"> • Victims of homophobia suffer from trauma and often relive the trauma and live in fear of further trauma. • Victims of homophobia are haunted by past attacks. • They remember incidents of stigma and discrimination. • They relive the bullying and beatings. • They recall how they felt when some members of the community rejected them. • Post-traumatic stress disorder (PTSD) is caused by experiences of traumatic events; homophobia is traumatic. | (1 × 2) | (2) |
| | 6.1.3 | <ul style="list-style-type: none"> • Homophobia affects HIV service provision negatively, as provision of HIV treatment to LGBTI people may be inadequate. • Stigma and homophobia lead to isolation of LGBTI people who may not get the necessary treatment. • Homophobia causes LGBTI people to avoid health services due to fear. | (2 × 1) | (2) |
| | 6.1.4 | <ul style="list-style-type: none"> • Illegal drug abuse can cause addiction. • Substance use does not deal with the cause of stress/does not take the problem away. • Drug use leads to ill health and harms major body organs. • Drug use causes social isolation and rejection by family and friends, which adds to stress. • Drug use is expensive and causes more stress worrying about money for drugs. • Drug use does not take the stress away. | (3 × 1) | (3) |
| 6.2 | 6.2.1 | <ul style="list-style-type: none"> • College is supposed to be a safe space where students can explore gender identity and sexual orientation without fear of discrimination. • The role of a college is to support all its students regardless of their sexual orientation. • Many students are away from the safety of home and community and the college needs to stand in as a safe place. | (1 × 2) | (2) |

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|-----|-------|--|-----|
| 6.2 | 6.2.2 | <ul style="list-style-type: none"> • Investigate and report all cases of discrimination and violence to the police. • Implement policies that make all students feel safe and welcome. • Include a code of conduct to prohibit discrimination on the basis of sexual orientation and gender. • Give LGBTI students a voice on campus so they can be heard and understood. • Educate students on why homophobia is wrong and should never happen. • Include issues relating to LGBTI in the curriculum. (3 × 1) | (3) |
| 6.3 | 6.3.1 | <ul style="list-style-type: none"> • Reflection can help him learn from bad experiences and see the event in perspective • Reflection is a way for him to express his feelings • Reflection can help him to adjust to life events • Reflection can help to calm him • Reflection can help him to take the necessary actions • Reflection can help him to gain more knowledge about dealing with problems (3 × 1) | (3) |
| | 6.3.2 | <ul style="list-style-type: none"> • Educate people about HIV. • Hold workshops on stigma and explain why it is wrong. • Report all stigma and discrimination to the authorities. • Take action against those who discriminate and stigmatise. • Encourage people to be open about HIV and break the silence/talk about it. • Create safe spaces where people can freely disclose their HIV status. • Run media campaigns to oppose HIV stigma and discrimination. • Teach empathy as part of the curriculum. (3 × 1) | (3) |
| | 6.3.3 | <ul style="list-style-type: none"> • Get involved (be available). • Let him know that you are not going to abandon him. • Listen without judgement. • Show interest and support. • Offer hope that alternatives are available. • Provide him with suicide-prevention resources. (3 × 1) | (3) |
| 6.4 | 6.4.1 | <ul style="list-style-type: none"> • We are all part of the rainbow nation. • Diversity is unity. • We all breathe the same oxygen. • Respect diversity; many orientations, one workforce. (2 × 1) | (2) |

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|-------|---|---------|-----|
| 6.4.2 | <ul style="list-style-type: none"> • Accept LGBTI workers and treat them with the same respect as everyone else • Oppose stigma and discrimination; report it and stop it! • Ensure workers are treated equally. • Respect co-workers' sexual orientations and do not treat them differently. • Ensure a work code of conduct includes respect for LGBTI co-workers. | (2 × 1) | (2) |
| | | | |
| 6.4.3 | <ul style="list-style-type: none"> • Equality. • Freedom of expression. • Human dignity. • Life. • LGBTI people are protected by the inclusion of sexual orientation as one of the listed grounds on which unfair discrimination may not take place. | (2 × 1) | (2) |
- [30]**

QUESTION 7

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|-----|-------|--|---------|-----|
| 7.1 | 7.1.1 | <p>The purpose of an interview is to select the most suitable job applicant.
An interviewer aims to ask an applicant questions to determine his/her suitability for a job.</p> | (1 × 2) | (2) |
| | | | | |
| | 7.1.2 | <ul style="list-style-type: none"> • Conducts an interview • Asks questions • Makes a decision based on responses to questions • Ensures that the best candidate is chosen | (2 × 1) | (2) |
| | | | | |
| 7.2 | 7.2.1 | <ul style="list-style-type: none"> • The interviewee gave the wrong answer because he did not listen to the question. • The candidate answered the question poorly; he did not answer what was asked. • The candidate did not understand/hear the question. He should have asked the interviewer to repeat the question. • The candidate did not answer the question correctly. • The candidate exposed his weakness/poor listening skills in his answer. • The question challenged the interviewee because he did not know how to answer correctly. | (2 × 2) | (4) |
| | | | | |
| | 7.2.2 | <ul style="list-style-type: none"> • I have worked for five years. I gained a great deal of experience in this time. • I have worked for three years. I enjoyed the challenge and learnt a lot. • I have not yet been employed. However, over the past three years I have done work shadowing, volunteer work and on-site work learning, so have some experience. • I have not yet got any work experience, as I have not been employed. However, I have done a lot of volunteer work over three years, as part of my Life Orientation projects. | (2 × 2) | (4) |

- 7.2.3
- I work well under pressure because I am able to stay calm. For example, I do deep-breathing exercises when there is a lot of pressure at work; this calms me so I can cope.
 - I enjoy pressure at work; I use it as a tool to motivate myself to work harder and more efficiently. For example, when we had important deadlines to complete at my previous job, I worked overtime to make sure the pressure was alleviated. (2 × 2) (4)
- 7.2.4
- Face the speaker.
 - Be attentive.
 - Keep an open mind.
 - Do not interrupt.
 - Wait for the speaker to pause before asking questions.
 - Ask questions to ensure understanding. (3 × 1) (3)
- 7.2.5
- Being unprepared to answer questions
 - Arriving late for the interview
 - Dressing inappropriately
 - Being rude to the interviewer
 - Lying when answering questions
 - Poor body language
 - Lack of confidence
 - Unfriendly (3 × 1) (3)
- 7.3
- I do not have work experience yet, but through hard work I will get experience if you give me a chance.
 - I have not yet got any work experience, as I have not been employed, but I have done a lot of volunteer work over three years, as part of my Life Orientation projects
 - I have not worked before. I believe I can get experience if I get an opportunity to get this job; I will work extra hard to make up for my lack of experience.
 - This will be my first job. My determination, skills and dedication will compensate for my lack of experience.
 - I do not have work experience. However, we all must start somewhere. I am determined to make a great start; please give me the opportunity to prove myself. (1 × 2) (2)
- 7.4
- Skype or Video
 - Telephone/Telephonic (2 × 1) (2)

7.5 **Skype or Video**

- Ensure your computer or laptop is working properly and that you have a strong internet connection/Test your equipment before the interview and make sure your webcam is well positioned and your speaker is turned on.
- Ensure you are in quiet private area so only you can be seen and heard. Do not allow for any interruptions or disturbances; tell others in advance that you need privacy.
- Dress smartly as you would for a face-to-face interview. While mostly only your face and top will be seen, they may ask you to stand up and show a full image.
- Prepare to answer typical interview questions, and to research the vision and mission of the company, just as you would do for a face-to-face interview. (1 × 2)

Telephone

- Make sure your phone is working and that you have enough airtime if you are using a cell phone. Test your phone before the time.
- Disable other calls so you are not interrupted during the interview. Inform those around you well in advance, not to disturb you during the call.
- Use a quiet place where only your voice can be heard and where you can hear the interviewer clearly. Do not play loud music or allow for others' voices to be heard.
- Prepare to answer typical interview questions, and to research the vision and mission of the company, just as you would do for a face-to-face interview. (1 × 2)

(4)
[30]
60

TOTAL SECTION B:

SECTION C

QUESTION 8

- | | | | |
|-----|-------|---|-----|
| 8.1 | 8.1.1 | <ul style="list-style-type: none"> • Depression is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. • Depression causes feelings of despair, moodiness, pessimism and hopelessness and a loss of interest in activities once enjoyed. • Depression is a serious mental health condition that has an impact on both physical and mental health. • Mental illness that involves the body, mood and thoughts and affects the way we eat, sleep, feel and think. (1 × 2) | (2) |
|-----|-------|---|-----|

- | | | | | |
|-------|-------|--|---------|-----|
| 8.1.2 | | <ul style="list-style-type: none"> • Work overload • Bullying • Unsuitable for the particular job • Misalignment between company and personal role • Interpersonal conflict • Working-parent guilt • Work-life imbalance • Financial struggle • Feeling trapped at work • Restructuring | (3 × 1) | (3) |
| 8.2 | 8.2.1 | <ul style="list-style-type: none"> • Feeling unable to cope with work. • Employees have difficulty concentrating, remembering and making decisions. • The ability to make judgements is impaired. • They usually experience fatigue or loss of energy. • There is a decrease in productivity/they are less productive. • Employees may be prone to safety risks. | (3 × 1) | (3) |
| | 8.2.2 | <ul style="list-style-type: none"> • Procrastination and missed deadlines • Irritability making it hard to manage responsibilities • Difficulties in concentration and decision making • Avoidance of coworkers which hampers teamwork • Reduced health making it difficult to keep up with the demand of the job | (3 × 1) | (3) |
| | 8.2.3 | <ul style="list-style-type: none"> • Show respect and concern for the employee. • Make sure you understand the meaning of depression. • Recommend that he/she consults with a professional. • Break tasks into smaller parts so the employee does not feel overwhelmed. • Acknowledge that the employee is facing difficulties and be patient. • Show empathy and show that you care. • Praise the employee when they complete a task or do well. • Be a good listener. • Invite therapists to facilitate workshops on mental health. | (4 × 1) | (4) |

Note to markers: for more information see:

<https://www.psychologytoday.com/intl/blog/the-human-equation/201006/how-talk-depressed-employee>

- 8.3
- Alcohol affects how quickly you respond to difficult situations on the road.
 - It slows your response time, which increases the likelihood of accidents.
 - Heavy drinking affects motor skills i.e. eye, hand and foot coordination.
 - Alcohol reduces concentration which in turn increases the chances of accidents.
 - Alcohol causes blurred vision and causes inability to judge distance.
 - It harms your judgement as a driver. (4 × 1) (4)
- 8.4
- 8.4.1
- A support structure can help you deal with depression because you will know you are not alone and there are people who do understand and are able to help.
 - Friends can prevent damaging isolation. Having friends are one of the best ways to cope.
 - Knowing that family care and understand can help you to get better. If you can rely on family to help when you need them, it will be easier to cope.
 - Health workers can give you medical and emotional support and will understand how you feel and know what you need. (1 × 2) (2)
- 8.4.2
- Counselling can provide more education/insight about the causes of depression and help you to resolve issues that led to depression.
 - You learn practical ways to cope with depression on a day-to-day basis.
 - It helps you to talk to a counsellor who is trained to listen and can help you to understand your feelings.
 - It can help to teach you positive, healthy methods to deal with harmful thoughts and life events. (1 × 2) (2)
- 8.4.3
- Physical exercise e.g. walking or running or going to the gym can improve mood as it releases endorphins that make you feel good. Regular exercise gives you a sense of well-being. You feel more energetic, sleep better, have sharper memories, and feel more relaxed. Exercise is a powerful depression fighter.
 - If you are drinking alcohol, stop; alcohol is a depressant. It can disrupt your balance, affect your thoughts, feelings and actions and add to depression.
 - Eat healthy balanced meals so you get enough of the nutrients you need to help alleviate depression. Eating nutrient-rich meals which are high in fibre, fresh fruit and vegetables, while cutting back on fast foods and refined sugars, help to improve the symptoms of depression. (1 × 2) (2)
- [25]**

QUESTION 9

- 9.1 9.1.1 • She should insist on a contract so that she knows her job requirements
• She should tell her employer about the importance of having a job contract as it is a legal document to protect them both. (1 × 2) (2)
- 9.1.2 • A job contract ensures that both the employer and employees' rights are addressed. The contract of employment is a vital document as it regulates the terms and conditions of employment between the employer and the employee.
• The purpose of an employment contract is to ensure that both you and your employer have a clear understanding of what is expected during the term of employment. This document can also serve to eliminate any disputes which may arise later. It also helps you to understand what your rights are under the law.
• A contract is legally binding; should there be a dispute then both parties can approach the Labour Court for recourse. This protects both parties. Employment contracts are a binding agreement between the employer and employee that lays out, in written words, the duties of both parties. Some contracts also indicate the duration of work.
• For the employee a contract gives them the security that they are working for a professional business that has clearly defined its obligations and agreement on all terms of employment. For the employer they have the security that the employee is fully aware of their obligations and has agreed to comply with the stated terms.
• Employment contracts are important for both employee and employer. It bonds both parties to do their duties and responsibilities. For example, the basic duty of the employee is to work for employer. The employer should pay the employee within a specified time frame.
• A job contract protects both the employer and employee. In the absence of a written contract of employment, there is often a lack of clarity in relation to several important terms and conditions that are part of the employee's employment. This uncertainty may lead to conflict and tension between the employee and the employer. This may in turn lead to a breakdown of the employment relationship. (2 × 2) (4)
- 9.2 State of disagreement over a particular issue or group of issues in which there is a conflict between employees and employers. (1 × 2) (2)

- 9.3
- by resolving labour disputes between employees and employers
 - by assisting workers if they are unfairly dismissed
 - by resolving issues such as discrimination and sexual harassment
- (2 × 1) (2)
- 9.4
- If employees see dismissal as being unfair, they will launch disputes.
 - Any form of discrimination constitutes labour disputes.
 - Poor working conditions are a recipe for protracted labour disputes.
 - Sexual harassment in any form will likely lead to dispute.
 - Any changes in the workplace that threaten employees will lead to disputes.
 - Retrenchment is contentious and could create disputes.
- (3 × 1) (3)
- 9.5
- Poor economy leads to downturn and job losses.
 - Technological development makes some jobs outdated.
 - Changes in the workplace, i.e. mergers, acquisitions.
 - Political instability leads to disinvestment and subsequent job losses.
 - Trade wars impact on companies' profit and increases the risk of retrenchment.
- (2 × 1) (2)
- 9.6
- Organise workshops where they learn how to manage their retrenchment packages.
 - Use your network as a manager to help them find other employment.
 - Give them good reference letters and act as a referee.
 - Send them on skills training workshops so they can become skilled for alternative jobs.
 - Organise stress management workshops at work.
- (3 × 1) (3)
- 9.7
- The CCMA issues a certificate that the dispute remains unsolved.
 - 30 days has passed since the matter was referred to the CCMA.
 - The employer was given 48 hours' notice.
 - The employer gave employees notice of lockout.
- (2 × 1) (2)
- [20]**

TOTAL SECTION C: 45
GRAND TOTAL: 150