higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

LIFE SKILLS AND COMPUTER LITERACY
NQF LEVEL 3
(First Paper)

25 November 2024

This marking guideline consists of 12 pages.

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INSTRUCTIONS TO MARKERS

1. Markers are reminded that some aspects of Life Skills can be interpreted broadly and, therefore, a range of correct answers may be given. However, answers that are incorrect should never be accepted as correct.

2. Markers should use their discretion when marking. Students' answers should be assessed within the context of their experiences.

3. Content should be marked, not grammar.

4. For most questions, several example answers are given. These serve as a guide for the type of response that is required. Markers should carefully read all the different example answers to get a sense of the type of acceptable answers.

5. Markers should carefully check mark allocation per question and mark strictly according to this mark allocation.

   NOTE:
   (2 × 1) means that TWO answers are required and ONE mark should be allocated per answer.
   (1 × 2) means that ONE answer is required for which TWO marks are allocated; one-word answers are not sufficient.

6. Where students are requested to write a paragraph, describe, discuss, explain and advise, one-word answers are not acceptable.

7. Thank you for marking carefully, rigorously and fairly. Maintaining a high standard helps to enhance the status of this important subject.

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SECTION A

QUESTION 1

1.1 C
1.2 A
1.3 C
1.4 B
1.5 B

(5 × 1) **[5]**

QUESTION 2

2.1 True✓
It is easy for people to drown if they cannot swim or are under the influence of alcohol(drunk)✓
People can easily drown if they get a cramp or get caught in a strong current

2.2 False✓
Everyone should look out for the warning signs and flags since it is there to keep everyone safe✓
Accidents can happen quickly and it is important that everyone is aware of possible dangers

2.3 False✓
These drugs are very dangerous and have serious side effects, which include severe problems with breathing, lowered heart rate, seizures, coma and death✓
These drugs are very dangerous and perpetrators use it to attack vulnerable victims

2.4 True✓
Everyone has the right to practice their language and to participate in the cultural life of their choice✓
SA is known as the rainbow nation because of all the different languages, cultures and religions

2.5 False✓ – the Constitutional Court is the highest court in the country✓

(5 × 2) **[10]**

NOTE: If True or False is wrong, no marks are awarded for the reason.
Students are not allowed to use the question as their reason.

QUESTION 3

3.1 F
3.2 J
3.3 L
3.4 A
3.5 C
3.6 I
3.7 D
3.8 E
3.9 G
3.10 H

(10 × 1) **[10]**

QUESTION 4

4.1 reviewed
4.2 assertive
4.3 CPR
4.4 pathogens
4.5 bacteria

(5 × 1) **[5]**

QUESTION 5

5.1
- Sexual activity – she could've gotten in contact with HIV positive semen or vaginal fluids in any kind of physical, sexual activity ✓✓
- Blood – she could've tried to help an injured person, not knowing they are HIV positive and being exposed to HIV positive blood through a sore/wound she had on her hand ✓✓
- Needles – she could've been hanging with the wrong crowd and shared needles with an HIV positive person to inject a substance or get high
- Mother to child – her mother could've been HIV positive when she was born and did not use ARV's to protect her

(2 × 2) (4)

5.2 False ✓ (ONE mark for FALSE) (1)

- Antiretroviral treatment is not a cure, ✓ but it does control the virus. It means that people with HIV and AIDS can live long and healthy lives ✓
- Researchers are constantly making progress in various areas; however, no cure has been found

(1 × 2) (2)

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5.3
- A cough that doesn't go away / persistent cough for 3 weeks
- Chest pains
- Fever
- Heavy sweating at night
- Loss of appetite
- Coughing up blood

(Any appropriate answers) (3 × 1) (3)
[10]

TOTAL SECTION A: 40

SECTION B

QUESTION 6

6.1

MORALLY ACCEPTABLE BEHAVIOUR	MORALLY UNACCEPTABLE BEHAVIOUR
• Being a team player • Sticking to deadlines • Arrive at work on time	• Hanging around work • Gossiping • Being on personal phone during working hours • Being on social media during work hours

(3 × 1) (3 × 1) (6)

Note: Mark the first THREE answers for each column.
Only examples from the case study can be accepted.
If the student did not provide the answers in a table-format, DEDUCT one mark.

6.2 6.2.1
- He might lose his job
- He might be demoted
- He might become negative and less productive
- He might be stressed out and depressed
- He will have to pay more for things in everyday life

(Any appropriate answers) (3 × 1) (3)

6.2.2
- Money laundering
- Tax Evasion
- Extortion
- Abuse of public resources
- Bribery
- Embezzlement
- Fraud
- Cybercrime
- Identity theft
- Price fixing

(Any appropriate answers) (3 × 1) (3)

6.2.3
- Minimal resources are being used to catch criminals
- Tax will increase because the stolen money has to be replaced
- Blocks the development and progress in our society
- It damages people's reputations
- Contributes to an increase in crime and violence
- It increases the gap between the poor and the rich
- Steals jobs and incomes, which means it adds to unemployment
- Destroys the trust between people, businesses and the state

(Any appropriate answers) (3 × 1) (3)

6.3 6.3.1
- He can visit places of work in his career field
- He can read the career section of the newspaper
- He can visit career websites
- He can join social networking groups e.g. LinkedIn, Job Search
- He can reach out to recruitment agencies and introduce himself

(Any appropriate answer) (3 × 1) (3)

6.3.2
- He might be able to find co-workers for a project or partners for future ventures/businesses
- Keep up to date with trends and happenings in his industry
- It might help him with future job opportunities
- He could inform people about projects and tasks in his field of work
- It could expand his business reach and influence
- He would be able to ask advice about his work

(Any appropriate answer) (3 × 1) (3)

6.3.3
- Job shadowing means that a person observes other people while they work, and by doing this he could try out different careers before committing to one

(Any appropriate answer) (1 × 2) (2)

6.3.4
- A skills audit is a tool that can help him identify his strengths, weaknesses and other skills he might need to work on for any new job
- A skills audit can help him determine what is his strengths and weaknesses; and which skills he still needs for a specific job

(Any appropriate answer) (1 × 2) (2)

[25]

QUESTION 7

7.1 7.1.1

- Employees are scared that no one will believe them
- They are worried their superiors might not be able to resolve the situation
- The offender will take revenge and the situation will become worse
- The perpetrator might be the manager/owner and the victim might lose their job
- They won't have the courage to complete the process of investigations, discussions and the hearing
- They might be afraid that people will gossip about them
- Other employees might think it is their fault and blame them for what happened

(Any appropriate answers) (4 × 1) (4)

7.1.2

- By reporting it to one's immediate manager
- Obtain a court order to prevent the person from harassing you
- Lodge a complaint with the CCMA or police
- Make sure that the business has a sexual harassment policy
- Provide proper training about sexual harassment in the workplace
- Have awareness workshops with all the different stakeholders
- Support victims of sexual harassment without any judgement

(Any appropriate answers) (4 × 1) (4)

7.2

- Be assertive and communicate what you want in a clear way
- It does not matter how difficult, always tell the truth in all circumstances
- Look people in the eyes when communicating with them
- Express your emotions appropriately when talking to people
- Stand up for your rights in a firm and acceptable way
- Come up with outside of the box solutions to try and find a compromise
- Try and resolve the issue with the person directly before taking it to a manager

(Any appropriate answers) (4 × 1) (4)

7.3 7.3.1

- Touching someone's body inappropriately
- Rape
- Sexual assault (attack)
- Strip search by the opposite sex

(Any appropriate answers) (2 × 1) (2)

7.3.2

- Telling sex-related jokes
- Asking for sexual favours
- Enquiring about a person's sex life
- Whistling
- Making unwelcome sexual comments

(Any appropriate answers) (2 × 1) (2)

7.3.3
- Indecent exposure of the person's private parts
- Staring at someone's body in an offensive way
- Displaying sexually explicit pictures or items

(Any appropriate answers) (2 × 1) (2)

7.4
- A diverse staff makes it easier for different clients and service providers to deal with the company and vice versa ✓✓
- Each person brings certain qualities to the workplace based on his or her background that brings a richness to the workplace ✓✓
- Diversity in the workplace counteracts self-absorbedness and selfishness of one particular group over another ✓✓
- When policies and plans are being prepared, different perspectives are taken into consideration
- With a diverse group of employees, the language skills in the organization increases
- People will feel seen and valued, which will increase their productivity in the workplace

(Any appropriate answers) (3 × 2) (6)

7.5
- HR – Human Resources
- CCMA
- The Department of Labour
- Constitutional Court
- Equality Court
- South African Human Rights Commission

Note: Do not accept police/church or a person as an answer
(Any appropriate answer) (1 × 1) (1)
[25]

TOTAL SECTION B: 50

SECTION C

QUESTION 8

8.1
- Organise clean-up teams for streets
- Volunteer at soup kitchens
- Help out a crèche
- Assist at the SPCA
- Start a vegetable garden for the community
- Tutor younger children at schools
- Fix school fences or church fences

Note: Make sure the student does not provide examples of the same thing over and over.

(Any appropriate answers) (3 × 1) (3)

8.2
- I'm a good communicator
- I lead by example
- I'm very patient
- I can work under pressure
- I'm open minded
- I'm a good listener
- I'm considered/kind/caring
- I'm a good team player

Note: The characteristics listed must positively contribute to a community project.

(Any appropriate answers) (3 × 1) (3)

8.3 8.3.1
- A stereotype is a standardised, negative believe ✓ based on the physical and/or personal qualities of a few individuals which is said to be true of the whole group✓
- A stereotype is a belief about a group of people which is not based on facts
- Making assumptions about others, on the basis of what you think you know, rather than on facts

(Any appropriate answer) (1 × 2) (2)

8.3.2
- Men don't cry, women are emotional
- Men like to build and fix things, women like to bake
- Men wear blue, women wear pink
- Men are the breadwinners, women care for the kids
- All white people are racist
- Black people are all loud
- All blonds are dumb

Note: Any stereotype can be accepted as correct.
(Any appropriate answers) (2 × 1) (2)

8.4
- Be specific about the academic goal you want to achieve for each subject
- Set a realistic date by when you want to reach your goals
- Decide what plans you are putting in place to achieve your goals / write down step-by-step what you need to do to achieve your goals
- Include the extra things, like extra classes, that you need to do to achieve your goal
- Determine any barriers that can prevent you from reaching the goal and plan for it

(Any appropriate answers) (2 × 1) (2)

8.5
- Follow their "gut" feeling
- Have the ability to tell if people are lying to them
- Likes questions in exams where opinions are asked for
- Intuitive
- Spontaneous
- Thoughtful
- Subjective
- Creative
- Express emotions
- Like music/colour/images
- Reacts better to instructions that are demonstrated
- Similarities in things are important

(3 × 1) (3)
[15]

QUESTION 9

9.1
- As citizens we need to take a stand against these crimes by making our voices heard
- As soon as anyone becomes aware of it they should report it immediately to organizations like the Hawks, Public Protector.
- People that are guilty should be held accountable for their actions
- Develop more harsher rules and punishments for perpetrators
- If people took money that belonged to other people, they have to pay it back with a fine
- Perpetrators must not be allowed to be in charge of businesses where money is involved

(Any appropriate answers) (3 × 1) (3)

9.2 Failure to disclose important information ✓ that would mean you would have to pay taxes✓
It implies using illegal methods, like running companies that don't exist, to not pay tax.
It involves dishonesty and corruption, so that you do not pay any extra taxes to SARS
(Any appropriate answer) (1 × 2) (2)

9.3 9.3.1

- SQ3R✓
  With this method you survey the information, ask questions, read the information again, recite the information and go over it again and again✓
- Summaries✓
  Is a technique where you scan through the information, identify what the key points are and write down your understanding of it in as few words as possible✓
- Mind-map
  Is a visual and graphic tool to simplify and organize information
- Comparative studying
  Is a technique where you write down the important facts of various terms next to each other, compare it and study it
- Flowcharts
  It is a visual presentation *[SNAP SHOT]* of the information and gives the information in sequence
- Mnemonics
  Are memory techniques that are fun and can help you remember information and enable you to recall it when you need to.

Note: Marks can also be allocated if the student explained how to draw or create the technique they mentioned.
(ONE mark allocated for the name of the study technique, ONE mark for the explanation of the technique.) (2 × 2) (4)

9.3.2 The *decision-making* method is a tool she can use. ✓ She needs to identify exactly what the decision is she needs to make. ✓ Gather all the information she needs to make the decision. ✓ Create a list of all the options and compare the advantages/disadvantages of each. ✓ Choose the option she thinks will be best, and explain it to all the parties involved. ✓

OR

The *decision tree* is a method she can use. ✓ She can draw the roots which represents the importance of the decision she has to make. ✓ The trunk of the tree represents the decision she has to be made. ✓ Using the branches, she can indicate the options available, ✓ and the leaves will show the result of each option. ✓

OR

The *pro's and con's* list ✓ she can get a piece of paper for every option she has. At the top of the paper write in clear letters what the option is. ✓ Draw a vertical line in the middle of the page and write on the one side "pro's" and on the other side "con's." ✓ Write down as many as she can think of. ✓ Do the same with the other option on another piece of paper.✓

OR

The *SWOT-analysis* ✓ can help her by drawing a table. She can think about her decision by evaluating the strengths (what makes this a good decision), and weaknesses (what are the bad things of this decision). ✓ She can further evaluate the opportunities (what benefits does this decision hold), ✓ and threats (what dangers are there of this decision). ✓ After looking at the table she can carefully considerate the decision she has to make. ✓

OR

Using a *mind-map* ✓ she can write the decision she has to make with 2 options in the middle of a page and draw a shape around it. ✓ In two shapes a little bit further from the middle she can re-write the options separately in their own shapes and connect it to the shape in the middle with lines. ✓ Thinking about the different options in front of her, she must write each effect/result she can think off down in its own shape✓ and connect it to the specific option with arrows. ✓

Note: ONE mark allocated for the method identified (1)
FOUR marks allocated for the explanation of the method (4)
ONE mark allocated for answer being in a paragraph (1)
[15]

TOTAL SECTION C: 30
GRAND TOTAL: 120

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