



Northern Cape
Department of Education



LIFE ORIENTATION GRADE 12
CURRICULUM RECOVERY BOOKLET

LEARNER BOOKLET



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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020
NATIONAL REVISED TEACHING PLANS
GRADE 12



Life Orientation

Revised National Teaching Plan

Life Orientation Grade 12 National Revised Annual Teaching Plan 2020 Term 2

TERM 2: 39 Days/ 5 = 8 weeks	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (5 days)	Week 6 (5 days)	Week 7 (5 days)	Week 8 (4 days)
CAPS Topics	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Democracy and Human rights	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility
Topic, Concepts, Skills and Values	<p>☐ Responsible citizenship:</p> <ul style="list-style-type: none"> - Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights: participation in discussions, projects, campaigns, and events which address discrimination and human rights violations 	<p>Evaluation regarding outcomes of campaigns and events</p> <p>☐ The role of the media in a democratic society:</p> <ul style="list-style-type: none"> electronic and print media - Freedom of expression and limitations - 	<p>Extent to which media reporting reflects a democratic society:</p> <ul style="list-style-type: none"> topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society) 	<ul style="list-style-type: none"> - Critical analysis of media and campaigns - Coverage of sport, sports personalities, and recreation activities ☐ Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders - Critical analysis of media and campaigns - Coverage of sport, sports personalities, and recreation activities ☐ Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders 	<p>Community responsibility to provide environments and services that promote safe and healthy living:</p> <ul style="list-style-type: none"> - ☐ Formulating a personal mission statement for life based on: - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices ☐ Impact of vision on: - Actions/behaviour in life - Immediate community and society at large 	<p>Responsibilities of various levels of government: laws, regulations, rules, and community services</p> <ul style="list-style-type: none"> - Educational and intervention programmes; impact studies 	<p>☐ Formulating a personal mission statement for life based on:</p> <ul style="list-style-type: none"> - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices ☐ Impact of vision on: - Actions/behaviour in life - Immediate community and society at large 	<p>☐ Formulating a personal mission statement for life based on:</p> <ul style="list-style-type: none"> - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices ☐ Impact of vision on: - Actions/behaviour in life - Immediate community and society at large



Requisite pre-knowledge	<p>Definition of concepts: Citizenship, discrimination and human rights violation, Bill of rights, campaigns, and events, electronic and print media, freedom of expression and limitations, media campaigns, ideologies, beliefs, worldviews, Safe and healthy living, levels of government and their environmental responsibilities, personal mission statement, personal views, values, belief systems, religion, ideologies, lifestyle, vision,</p>	<p>Grade 11 related content and concepts South Africa's diverse religions and belief systems, own values and beliefs, various moral and spiritual issues and dilemmas, respect for differing opinions Environmental issues causing ill-health, inhumane farming methods, depletion of natural resources (flora and fauna), climate change, mitigation, and adaptation.?????</p>	<p>Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels</p>
Resources	<ul style="list-style-type: none"> • Bill of rights hand out on human rights, factsheet on human rights, academic but relevant documents of the role of the media in a democratic country, list of definition of concepts. • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers, relevant past tests items, information from NGOs, government websites etc. 		
Informal assessment	<ul style="list-style-type: none"> • Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. Marks will vary in terms of the nature of the questions. • The length will be determined by the stretch of content treated. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used • After a reasonable amount of content has been treated, informal assessment must be given. • At least one informal assessment must be administered in each period. 		
Formal assessment	<p>An exemplar of a short task is on the DBE website www.education.gov.za</p>		



Life Orientation Grade 12 National Revised Annual Teaching Plan 2020 Term 3

TERM 3 21 days/5 = 4 weeks	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 days)	Week 5 (1 day)
CAPS Topics	Development of the self in society	Development of the self in society	Careers and career choices	Careers and career choices	Careers and career choices
Topic, Concepts, Skills and Values	<p>Human factors that cause ill-health, accidents, crises, and disasters: psychological, social, religious, cultural practices and different knowledge perspectives</p> <p>- Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour</p> <p>- Intervention strategies: prevention and control, early detection, treatment, care, and support</p>	<p>- Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS</p> <p>▣Commitment to participate in physical activities for long-term engagement: develop an action plan</p> <p>- Long-term effects of participation: physical, mental, social, and emotional</p> <p>- Value-added benefits and diseases of lifestyle</p>	<p>▣Core elements of a job contract: worker rights and obligations; conditions of service</p> <p>- Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act</p> <p>- Principles of equity and redress</p> <p>- Recruitment process: general trends and practices</p> <p>- Trade unions and organised labour</p> <p>- Work ethics and societal expectations</p> <p>▣The value of work: how work gives meaning to life</p>	<p>▣Core elements of a job contract: worker rights and obligations; conditions of service</p> <p>- Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act</p> <p>- Principles of equity and redress</p> <p>- Recruitment process: general trends and practices</p> <p>- Trade unions and organised labour</p> <p>- Work ethics and societal expectations</p> <p>▣The value of work: how work gives meaning to life</p>	<p>▣Core elements of a job contract: worker rights and obligations; conditions of service</p> <p>- Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act</p> <p>- Principles of equity and redress</p> <p>- Recruitment process: general trends and practices</p> <p>- Trade unions and organised labour</p> <p>- Work ethics and societal expectations</p> <p>▣The value of work: how work gives meaning to life</p>
Requisite pre-knowledge	<p>Definition of concepts: Ill health, Lifestyle diseases, action plan, human factors causing ill-health, diseases of lifestyle, eating habits, Job contract, workers' rights, workers' obligations, conditions of service, labour laws: Labour Relations Act (LRA), Employment Equity Act (EEA), Basic Conditions of Employment Act (BCEA), equity and redress, trends of recruitment, labour unions (employer and employee organisations), ethics and societal expectations and value of work.</p>		<p>Grade 11 related content and concepts Balanced lifestyle, factors impacting negatively on lifestyle choices, risky behaviour, socio-economic factors, lifestyle choices, role models, nutrition, and wellbeing, Competencies, abilities, and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/ career interests, expectancy and reality, perseverance.</p>		<p>Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels</p>
Resources other than the textbook	Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites and other related websites.				
Informal assessment	<ul style="list-style-type: none"> • Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. Marks will vary in terms of the nature of the questions. • The length will be determined by the stretch of content treated. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used • After a reasonable amount of content has been treated, informal assessment must be given. <p>At least one informal assessment must be administered in each period.</p>				
Formal assessment	Project or Written Task				

Life Orientation Grade 12 National Revised Annual Teaching Plan 2020 Term 4

TERM 20 days/ 5 = 4 weeks	Week 1 (5 days)	Week 2 (5 days)	Week 3 (5 days)	Week 4 (5 dais)	Weeks 5-10
CAPS Topics	Study skills	Study skills	Careers and career choices	Careers and career choices	
Topic, Concepts, Skills and Values	<p>▣Preparing for success: strategies to follow in order to succeed in the Grade 12 examination</p> <ul style="list-style-type: none"> - Revision of own study skills - Revision of examination writing skills 	<p>▣Preparing for success: strategies to follow in order to succeed in the Grade 12 examination</p> <ul style="list-style-type: none"> - Revision of own study skills - Revision of examination writing skills 	<p>▣Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans</p> <ul style="list-style-type: none"> - Admission requirements for degree/diploma or higher certificate for the intended field of study - Details of identified institutions that offer finance for the intended course(s): option 1 and 2 - Identified possible employment opportunities - Letters of application and responses for employment/study/bursary - A short CV, for application for part-time or full-time employment or for a bursary 	<p>▣Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans</p> <ul style="list-style-type: none"> - Admission requirements for degree/diploma or higher certificate for the intended field of study - Details of identified institutions that offer finance for the intended course(s): option 1 and 2 - Identified possible employment opportunities - Letters of application and responses for employment/study/bursary - A short CV, for application for part-time or full-time employment or for a bursary 	Final NSC examination
Requisite pre-knowledge	<p>Definition of concepts: How to succeed in grade 12, revision of own study skills, styles, methods, and strategies, Personal career portfolio, post school plans, requirement for admission to different educational fields and qualifications, application tertiary fees, application for jobs</p>			<p>Grade 11 related content and concepts Study skills, study styles, study strategy, examination writing skills, time management, Diversity of jobs, work settings, Competencies, abilities, and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/ career interests, expectancy and reality, perseverance. Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels</p>	
Resources textbook	Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites, etc.				
Informal assessment	<ul style="list-style-type: none"> • Complete Class/ homework activities consisting of different questions based on the above content. • The homework must blend the questions (low-mid and higher order), worksheets are used for the completion of both the home / classwork. • Marks will vary in terms of the nature of the questions. The length will be determined by the stretch of content treated. • Various nature of questions is used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. • For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given. • At least one informal assessment must be administered on each period. • Revision exercises including previous QPs, etc. 				
Formal assessment	End year examination				





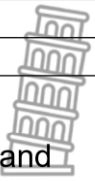
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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020 NATIONAL PHASED CONTENT PLANS

GRADE 12



GRADE: 12	LIFE ORIENTATION	PHASE: FET
<u>REVISED CONTENT MAP</u>		
KEY TOPIC		
 <p><u>Term 2:</u> Democracy and Human Rights</p>	<ul style="list-style-type: none"> • Responsible Citizenship • The role of the media in a democratic society • Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders 	
Social and environmental responsibility	<ul style="list-style-type: none"> • Environment and services which promote a healthy • Responsibilities of various levels of 	
<p><u>Term 3</u> Development of the self in society</p>	<p>Human factors that causes ill-health, accidents, crises, and disaster</p> <p>Action plan for life long participation in physical activities.</p>	
Career and career choices	<p>Core elements of a job contract</p> <p>Refinement of portfolio of plans for life after school</p>	
<p><u>Term 4</u> Study skills</p>	<p>Strategies to follow in order to succeed in Grade 12</p>	
Career and career choices	<p>Refinement of portfolio of plans for life after school</p>	



**PROGRAMME OF ASSESSMENT
(REVISED)**

GRADE 12



TERM	ASSESSMENT TASK	MARKS PER TERM	
		RECORDING	REPORTING
1	Written task	80	100
	PET	20	
2	Short Task	60	100
3	Project	80	100
4	Final Examinations	80	100
FINAL TOTAL		320	400





TERM 1

CLASS NOTES



Development of the self in society

Life skills required to adapt to change as part of healthy life style choices: Identify, assess and manage stress.

• What is stress?

- Stress is what we feel in situations we find difficult, challenging or even frightening when we feel we can't cope with the situation.
- It is physical, mental or emotional strain that is caused by demands that are placed on a person.
- It is a physical, mental, or emotional factor that causes bodily or mental tension which can be **external** (from the environment, psychological, or social situations) or **internal** (illness, or from a medical procedure).
- It can initiate the "fight or flight" response, a complex reaction of nervous and endocrine (hormones) systems.

• Signs and symptoms of stress

Emotional	
<ul style="list-style-type: none"> ✚ Low self-esteem ✚ Loneliness ✚ Irritability ✚ Frequent crying ✚ Frustration ✚ Feeling 'uptight' ✚ Depression 	
✚ Helplessness	
<p>Physical</p> <ul style="list-style-type: none"> ✚ Frequent head ache or migraine ✚ Dizziness ✚ Increase blood pressure ✚ Back pain ✚ Sore neck muscles ✚ Nausea, vomiting and diarrhoea ✚ Insomnia (sleep disorders) and night mares 	<p>Mental</p> <ul style="list-style-type: none"> ✚ Confusion ✚ Lack of concentration ✚ Reduced creativity and productivity ✚ Indecision ✚ Carelessness ✚ High risky behaviour including drug and alcohol abuse



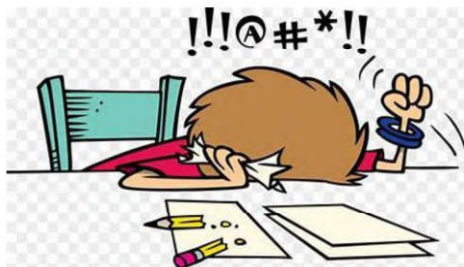
• What is good stress (Eustress)?

- Eustress is a positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being.
- Stress that makes you ready for action as it gives you adrenalin and energy.
- For example: when you have to stand in front of the class and speak. It is for a short term and you can have sweaty palms and a dry mouthy or butterflies in your tummy.



• **What is bad /negative stress (Distress)?**

- Distress is perceived as outside of our coping abilities, feels unpleasant, decreases performance and can lead to mental and physical problems.
- If the stress is more than you can cope with, it is unhealthy; you may become ill, unhappy and depressed, inability to complete your tasks, you could have headaches or will not be able to sleep.



• **What is a stressor?**

- A chemical or biological reaction, environmental condition, external stimulus seen as causing stress to individuals.
- An event that individuals might consider demanding, challenging, and/or threatening individual safety

• **Types of stressors:**

- Physical - stressors caused by health issues, trauma to the body, self-harm, lifestyle choices and abuse.

Health issue	Trauma	Self-harm	Lifestyle choices
Acute and chronic illness	Experience violent attacks	Alcohol and drug abuse	Lack of sleep
Pregnancy	Being a crime victim	Cutting one-self	Poor diet
Menstruation			Lack of exercise
			Too much drinking and smoking

- Environmental - stressors that are found in our surroundings cause irritations. Some examples of common environmental stressors include:

- Poverty
- Noise
- Over crowding
- Pollution
- Natural disasters
- Poor ventilation
- Insects
- Pandemics e.g. Covid-19

- Social – stressors caused by the people around you that stems from one’s relationships with others and from the social environment in general. Some examples of common environmental stressors include:

- Poor communication
- Conflict
- Bullying
- Negative peer pressure



- Changes in family structure e.g. divorce, new siblings
- **Emotional** – stress brought by people’s reactions to difficult situations, causing negative emotions. Some examples of common environmental stressors include:



- Death
- Moving house
- Not coping well with and uncertainty about life post-matric
- Negative thoughts about life
- Unrealistic expectations
- Frustration, anger, conflict and anxiety

- **What is stress management**

- A wide spectrum of techniques and treatment aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.
- It consists of making changes to one’s life in a constant, yet stressful situation, preventing stress by practicing self-care, relaxation and managing response to stressful situations when they do occur.

- **Why is it important to manage stress?**

Your body produce cortisol and adrenalin. These are 2 stress hormones.

- **Cortisol:** is the hormone produced by fear, results in anxiety.
- **Adrenalin:** is the hormone that prepares the body to react physically to a threat. If you fail to manage your stress, your body can produce too much of the hormones for too long. The stress will damage your body and change to chronic diseases like high **blood pressure**.

- **How to manage stress: Behaviours, techniques, strategies and examples of ways in which stress can be managed**



- **Decrease negative self-talk.** Challenge negative thoughts about yourself with alternative neutral or positive thoughts. "My life will never get better" can be transformed into "I may feel hopeless now, but my life will probably get better if I work at it and get some help."

- Learn to feel good about doing a competent job rather than demanding perfection from yourself and others.
- Meditation and relaxation exercises (abdominal breathing and muscle relaxation techniques); simple deep breathing exercises can assist greatly in relieving stress because it helps to calm the mind.
- Exercise and eat healthy foods regularly at least 3 times a week.
- Avoid excess caffeine intake which can increase feelings of anxiety and agitation.
- Don't use illegal drugs, alcohol and tobacco.
- Be assertive. For example, state feelings in a polite, firm, and not overly aggressive or passive way ("I feel angry when you yell at me" "Please stop yelling"). Rehearse and practice to overcome situations which cause stress. One example is taking a speech classes, if talking in front of a class makes you anxious.
- Apply practical and effective coping skills; break a large task into smaller, more manageable tasks.
- Take a break from stressful situations; activities like listening to music, talking to a friend, drawing, writing, or spending time with a pet can reduce stress.
- Build a network of friends who help you cope in a positive way.
- Keeping a stress journal; can help to identify the regular stressors in life and the way one deals with them. Each time you feel stressed; keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write them down.
- Analyse your stress; what causes your stress (take a guess if you're unsure), how you felt, both physically and emotionally, how you acted in response, what did you do to make yourself feel better?
- Not all stress can be avoided. It is not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.
- Learn how to say "no" – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities. Taking on more than you can handle is a sure recipe for stress and can lead to burn out.
- Avoid people who stress you out – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- Plan: Take control of your environment e.g. If the evening news make you anxious, turn the TV off.
- Cut down your to-do list – Analyse your schedule, responsibilities, and daily tasks. If you've got too much on your plate, distinguish between the "should" and the "must." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them.



Stress Management

1. WHAT IS STRESS?

Stress arises when there is an imbalance between the demands present in our lives and the resources available to cope with these demands. Our increasingly dynamic lifestyles. While imbalance may occur through such changes, it is our reactions to these changes and events that determine when we feel stressed.

How do I begin to manage stress?

FIND THE SOURCE OF ANY PROBLEMS.

The first step to effective stress management is to identify the changes and imbalances that are causing you to react. In addition, however, it is also important to identify your own stress through personal expectations, feelings and thoughts.

Some of the most common areas that may cause stress include:

1. Time constraints/deadlines
2. Time clashes with others
3. Money problems
4. Sudden/unexpected changes
5. Excessive responsibilities
6. Spousal problems



2. REACTIONS TO STRESS

Reactions to stress depend greatly on the individual with symptoms manifesting themselves both physically and mentally. The most common reactions to stress include:

1. Eating too much
2. Drinking too much
3. Inability to sleep
4. Smoking

In the most extreme cases, people who maintain high levels of stress are at greater risk from heart disease, high blood pressure and often suffer from chronic hostility and cynicism. However, the more common symptoms resulting from stress are:

1. Upset stomach
2. Tight neck muscles
3. Irritability
4. Headaches

LOWER YOUR TENSION LEVELS

Although negative reactions to stressful situations may be difficult to avoid at times, it is worth taking the time to analyse your negative reactions and consider how these might be changed to more positive reactions. For example:

Negative Reactions	Positive Reactions
Worrying/ruminating	Organising/prioritising
Blaming others	Accepting responsibility
Feeling fearful	Asking for help
Making mental remarks	Exercising/physical activity
Eating too much	

3. COPING WITH STRESS

THINK ABOUT IT
Coping with stress means coming to grips with the fact that some situations are beyond our control. As well as altering your reactions to stress, you must also equip yourself with the following skills for coping with stress.

ACCEPTANCE

Some stress can be relieved if you just accept the situation. When you have accepted the fact you can reduce stress levels by using positive language. "This is a learning experience."

ATTITUDE

When faced with a stressful situation, "learn from all this". Through positive thinking, stress levels will be reduced, your mind will become clearer and solutions will be found more readily as a result.

PERSPECTIVE

All too often we become stressed over things which never happen or are not as important as we think. "The grand scheme of things, how important is this situation?", "Is there anything I can do?", and, "In five years time, will I even recall this event?"

4. THINK POSITIVELY

TAKE ACTION
Don't let stress control you. Take positive action which will reduce your levels of stress.

SELF TALK

"Self talk" is when we express our expectations and thoughts on a situation and its potential outcome as we see it. This can be both helpful and detrimental to our ways in which we might perceive the outcome of a situation.

Positive self-talk

Thinking of positive ways to view a situation can provide an effective weapon against stress. "I'm in control," and "I can meet these challenges" are examples of positive self talk.

Negative self-talk

Thoughts such as "I can't", "This is too difficult" or "I have to be perfect" are negative and produce stress.

Negative Thought Patterns

SITUATION:
You make a mistake at work.

EMPOWERING THOUGHT:
"How can I prevent this from occurring again?"

REACTION:
Frustration and self-confidence

Positive Thought Patterns

SITUATION:
You make a mistake at work.

EMPOWERING THOUGHT:
"How can I prevent this from occurring again?"

REACTION:
Frustration and self-confidence

5. TIME MANAGEMENT

Organisation and forward planning is central to managing your time effectively.

1. Make an achievable "to-do" list and prioritise tasks.
2. Plan your day so that you can get everything done in one day. There is always tomorrow.
3. Get yourself a personal organiser and make sure you utilise it.
4. Break up each of your tasks into small, easily achievable chunks.
5. Delegate as much as you can.
6. Prepare agendas for meetings.
7. Prepare and keep those present on track.



6. BALANCE WORK & FAMILY

Sometimes the pressures of balancing a career and a family can be overwhelming. Gain control by using the following suggestions.

KEEPING BALANCE AT WORK

- Work to a strict timetable and stick to limits you have set.
- Use positive statements to follow up on one negative, followed again by one more positive statement. For example: "I enjoy working on this project and I enjoy working with you, but I can't stay tonight. I will do it first thing tomorrow"
- Be brief. The longer you talk the more likely you are to give in.

KEEPING BALANCE AT HOME

- Cook in large quantities and freeze individual meals.
- Set up daily and weekly routines for chores and share with other family members.
- Schedule quality time with family members.
- Prepare for unexpected events.
- Keep a spare set of car keys in case of an emergency.
- Allow yourself to switch from a working role to a family member.
- Use your commute time to prepare for your next role.

7. COMMUNICATION

Communication is all important if you are to work effectively with others and if you are to get the understanding of your work colleagues and family members.

EFFECTIVE COMMUNICATION

- Organise your communication method.
- When speaking, express your individuality by using "I" - "I believe that...".
- Don't judge others.
- Be able to receive feedback in both positive and negative forms.

Incoming communication

- Establish and maintain eye contact.
- Listen to the entire message. Understand not only the content but also feelings and meaning.
- Ensure you have understood the message through summarising what you have heard.

Build a support system

- Form bonds with people at home and work.
- Create a good network within which you can obtain care and support.
- Remember that family members as this makes way for positivity.

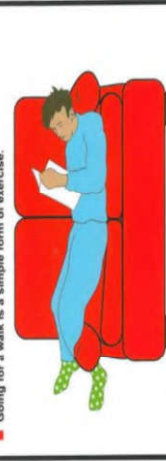
8. BREAKING THE CYCLE

TAKING TIME OUT IS IMPORTANT

- Get away from it all. Read a book, listen to music, read a newspaper.
- If you feel tense, close your eyes, breath deeply, or go for a walk.

EXERCISE

- Remember that exercise can reduce tension, leaving the body better equipped to handle stress.
- Pick a form of exercise you like. Do it for 20-30 minutes, 3-4 times per week.
- Stretch breaks can relieve tension.
- Going for a walk is a simple form of exercise.



Conflict Resolution skills


- Conflict - When there are disagreements, opposing viewpoints, or struggles for power between people.

- Types of conflict

INTRAPERSONAL CONFLICT


Conflict within the individual.

- ✦ Approach conflict: an individual must choose among alternatives, each of which is expected to have a positive outcome.
- ✦ Avoidance conflict: an individual must choose among alternatives, each of which is expected to have a negative outcome.
- ✦ Approach-Avoidance conflict: an individual must decide whether to do something that has both positive and negative outcomes.



Interpersonal

Interpersonal: conflict among two or more individuals (for example, an argument between a boyfriend and girlfriend, or between a student and her/his teacher, or child and parent, or between friends/colleagues).



- Conflict resolution skills (solve both intrapersonal and interpersonal conflict)



Source: <https://www.bing.com/images/search?q=Resolving+Conflict+Techniques&FORM=IRIBIP>

- **Be assertive:** do not become aggressive, but state your problem clearly and explain which of your rights are being ignored or violated.
- **Use I- statements:** let the other person know how you feel and respond to the problem using -I statements: e.g. I feel that you do not understand me when...
- **Keep your feelings under control:** Keep your feelings under control so that you do not hurt the person physically or emotionally, e.g. talk and do not shout.
- **Do not accuse:** Try not to blame the other person. Accept the conflict and deal with it.
- **Accept compromise:** agree on a middle situation which is not completely in favour of one side, but not unacceptable for either of you.
- **Move on:** when the conflict is over, move on. Do not refer to previous conflict
- **Cool down before you express your feelings:** be in control of your feelings.
- **Recognize the other person's point of view even if you do not agree:** agree that it is fine to have different opinions but do not fight.
- **Respect the other person:** if you show that you respect the other person, it will help to solve the conflict.
- **Be willing to make peace or seek solution:** Maintaining conflict is not a positive way of dealing with it.

Initiate, build and sustain positive relationships and importance of communication

• Stages in a relationship

- Initiating
- building
- sustaining relationships

• How do I initiate, (begin), keep friends and build the relationships?

Positive communication leads to positive relationships. Our ability to communicate with others will determine the success of our relationships with them. Communication is about understanding others and communicating our feelings, beliefs and attitudes to them.

○ Initiating positive relationships

- Establish trust; be open, talk about what is important to you, let the other person get to know who you are.
- Be honest; express yourself, discuss your thoughts and feelings sincerely.
- Be attentive; listen attentively (pay attention), be genuinely interested in what other person has to say, find out what interest the other person has and share your interests as well.
- Take time to know each other

- **Building positive relationships**
 - Treat each other with respect; appreciate each other's uniqueness; respect the rights of everyone, understand each other's emotions, allow each other the freedom to be themselves.
 - Behave appropriately; be kind and generous, accept responsibility for your actions, support each other, display commitment.
 - Communicate with honesty; develop empathy, control your emotions.
- **Sustaining positive relationships**
 - **Sharing**; what is important to you and show that you trust and appreciate the other person, share your feelings, ideas, and opinions.
 - **Being compassionate**; allows one to understand and support each other.
 - **Trust and honesty**; trusting each other means you can rely on each other's support and being honest means, you can always believe the other person.
 - **Tolerance**; accepting the views, beliefs or behaviours of others different from you in which you will both feel accepted and appreciated in the relationship.




- **Build and sustain positive relationships with good communication and listening skills.**
 - **Effective communication**
 - A two-way information sharing process which involves one party sending a message that is easily understood by the receiving party.
 - It's about understanding the emotion and intentions behind the information given, as well as being able to clearly convey a message. One needs to also listen in a way that gains the full meaning of what is being said and what makes the other person feel heard and understood.



○ **Factors that influence effective communication**

- **Personality:** The way you act, behave, and react and your attitudes all form part of your personality. Remember that we all act in a particular way in a depending on the situation.

 Sometimes a shy person is seen as boring and uninteresting until you get to know him or her. Other people are extroverts and they might intimidate you with their way of communicating. Other people hide behind their “weaknesses” by seeking attention all the time and they need to be the centre of attraction. Your own personality will determine whether you are attracted to or put off by the other person’s way of communicating.



- **Attitudes and values:** If you have an attitude (you think and act) as if you are better than others, it will affect communication. If you think that only your ideas, beliefs and values are right and you do not show respect, you will not be a good listener and you will not allow others to freely express their views. This will block communication between you and other people and can lead to conflict.



- **Acceptance of responsibility:** **Responsibility** means you are accountable, do your duty and take responsibility for your actions. You can be trusted to do a job, because you take responsibility. If you make a mistake, you don’t try to shift responsibility to somebody or something else. Effective communication can only happen where there is trust, reliability and responsibility. Friendship comes with responsibility.



- **Appropriate expression of views and feelings:** Appropriate expression of views and feelings mean that you say what you think and feel, but in a way that does not hurt or offend others.
- **Respect the feelings of others:** When you show respect for the feelings of others, they will show respect for you and your feelings.



Respect

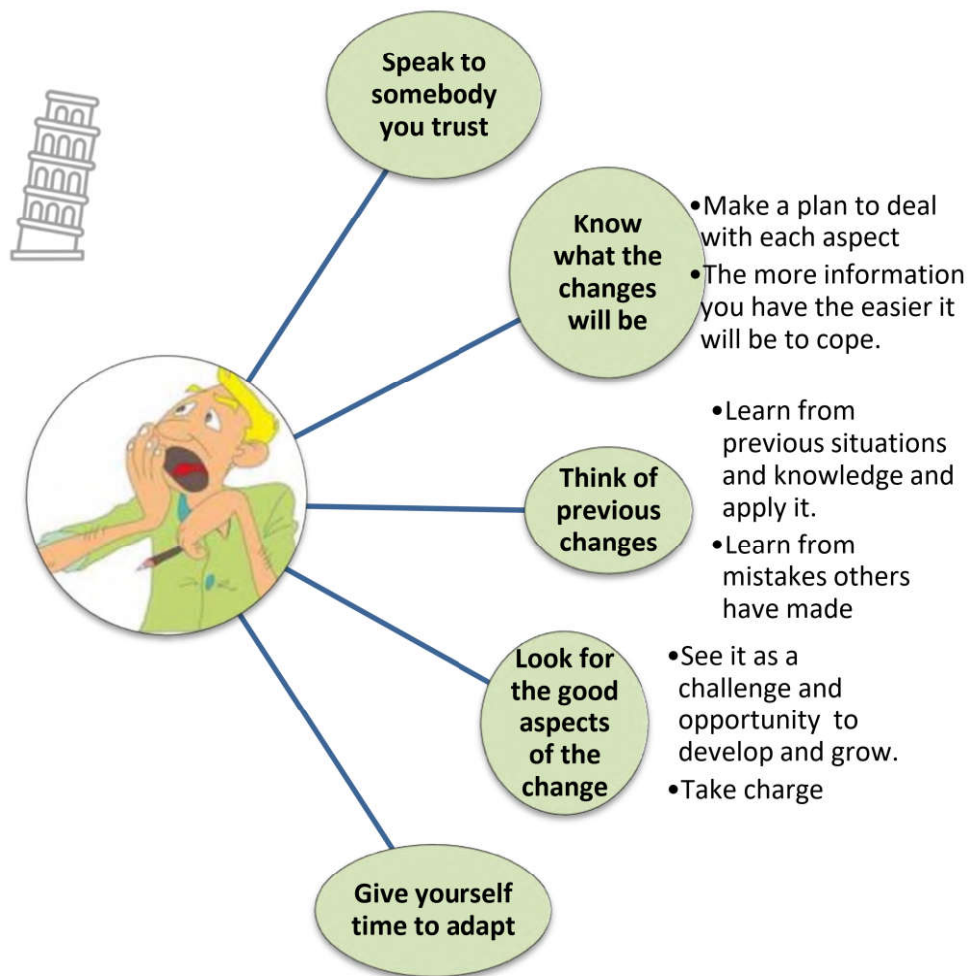
We can treat others the way we want to be treated.



Transition between school and post-school destination



- Change in circumstances



- **Guidelines for Managing Change:**

- **Take care of yourself.** Managing change can be stressful if you are not prepared, so be sure to take care of yourself. Eat a balanced diet, exercise regularly and get enough sleep. Take time to relax. When you are healthy, you are better equipped and in a better frame of mind to handle anything. If, on the other hand, you are already stretched to your limits and having trouble coping, change will only add to your difficulties.
- **Be open and flexible.** Knowing that change can occur at any time helps you accept and adjust to it when it does happen. Be able to let go of expectations that no longer fit what is currently going on in the world. Certainly, at no other time in history has there ever been so much change or happening as rapidly as it is today. Even though most of us prefer to settle into comfortable predictable routines, realize that your current routine is probably temporary.
- **Stay positive and put it in perspective.** We all have the ability to control our inner and emotional responses to whatever happens. Our attitudes towards it and how we choose to deal with it is totally up to us. With that in mind, look

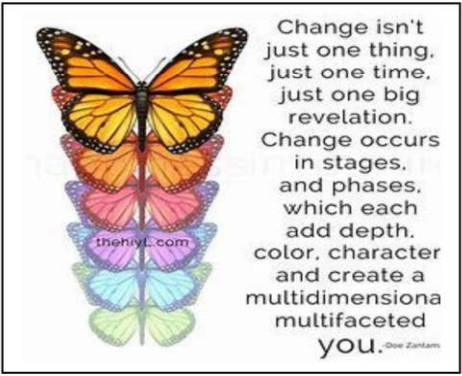

for the positive outcomes of change - there are always some. In fact, how you react to it can often determine the outcome.

- **Take control of your life.** You can manage change by taking control of your life. Use your critical thinking skills. We all know that some change is forthcoming. Therefore, ask yourself what you can do in advance to help prepare for the transition. Make a list of options. Determine the best approaches. Take charge of your thoughts and actions. If you are mentally and psychologically prepared for change, it will not rock your world when it happens.
- **Make changes.** Become the change agent. Sometimes we are *forced* into making changes because we allow ourselves to get stuck in a routine or lifestyle that is no longer working for us. If, however, we anticipate it and become active rather than reactive, we can take control of a situation. We can look at where we need to make adjustments and then take action. Doing so can prevent the stress and anxiety that accompany unexpected change.

Change in life is inevitable (unavoidable). Rather than fear or try avoid it, our best course of action is to accept it, meet it head on and allow it to be a positive, constructive force in our lives.

- **Positive and negative aspects of change**

We are often resistant to change, and we don't realize that change itself is constant (continuous) even if you resist or avoid it, it will enter your life all the same. When you initiate the change yourself, it's pretty easy to adapt to it, since it's wanted.

POSITIVE	
<ul style="list-style-type: none"> - Exciting - Challenging - Motivating - Can lead to better things - Demands that you keep flexible - Keep your brain alert - Allows you to discover hidden potential - Keeps your life interesting - Opportunities - Can lead to personal growth 	
NEGATIVE	
<ul style="list-style-type: none"> - Can cause stress - Not always for the better - May make you feel unsure and insecure - Can be irritating - Loss - Fear of the unknown - Threatening - Painful, for example, illness - Sorrowful, for example, death 	

- **Benefits of change**

- **Personal growth**

You grow and learn new things every time something changes. You discover new insights about different aspects of your life. You learn lessons even from changes that did not lead you to where you wanted to be.

- **Flexibility**

Frequent changes make you adapt easily to new situations, new environments, and new people. As a result, you do not freak out when something unexpectedly shifts.

- **Improvements**

We all have things in our lives we'd like to improve—finances, job, partner, house, etc. All of us know that nothing will improve by itself. We need to do things differently to make that happen. Without change, there'd be no improvements.

- **Life values**

From time to time changes make you re-evaluate your life and look at certain things from a different perspective. Depending on what the change is, it may also reinforce your life values.

- **The Swell effect**

Often, we give up because we cannot accomplish the difficult task of making a huge and immediate changes. That is when small changes become extremely valuable. One shift at a time, small changes will eventually lead you to the desired big one.

- **Strength**

Not all changes lead you to pleasant periods of life. Unfortunately, we do not live in a fairy tale and sad things happen, too. Overcoming the tough period will make you stronger.

- **Progress**

Changes trigger (cause) progress. Things move forward and develop.

- **Opportunities**

One never knows what each change may bring. When you turn from your usual path there will be plenty of different opportunities waiting for you. Changes will bring new choices for happiness and fulfilment.

- **New beginnings**

Each change is a turning page. It is about closing one chapter and opening another one. Changes bring new beginnings and excitement to life.

- **Lead you to where you want be**

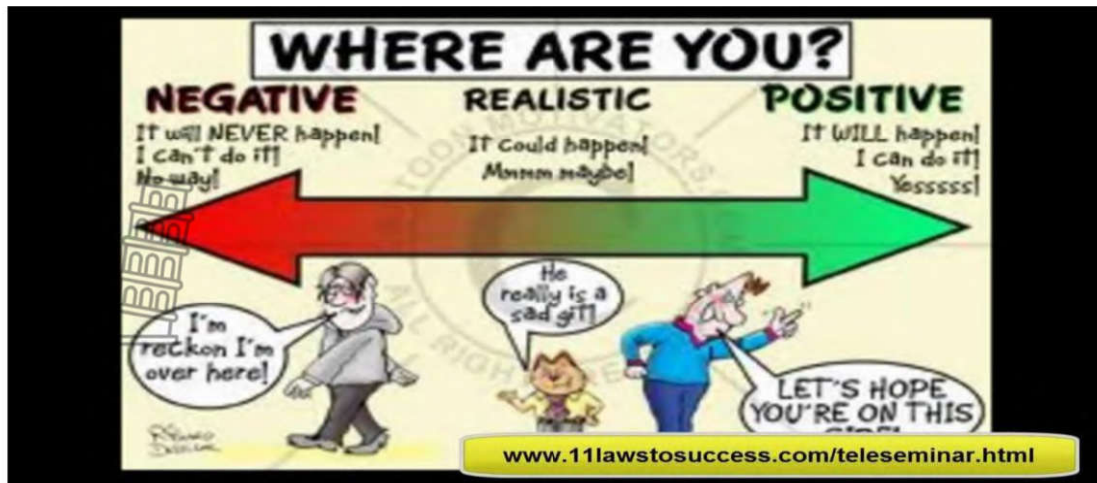
Doing the same things in exactly day in and day out leads a completely dull, extremely predictable, and uninteresting life. That is how your life would be without changes.

So next time you get the temptation to avoid or resist the change, aim instead to initiate the ones that will.

And remember—if there were no change, there would be no butterflies!

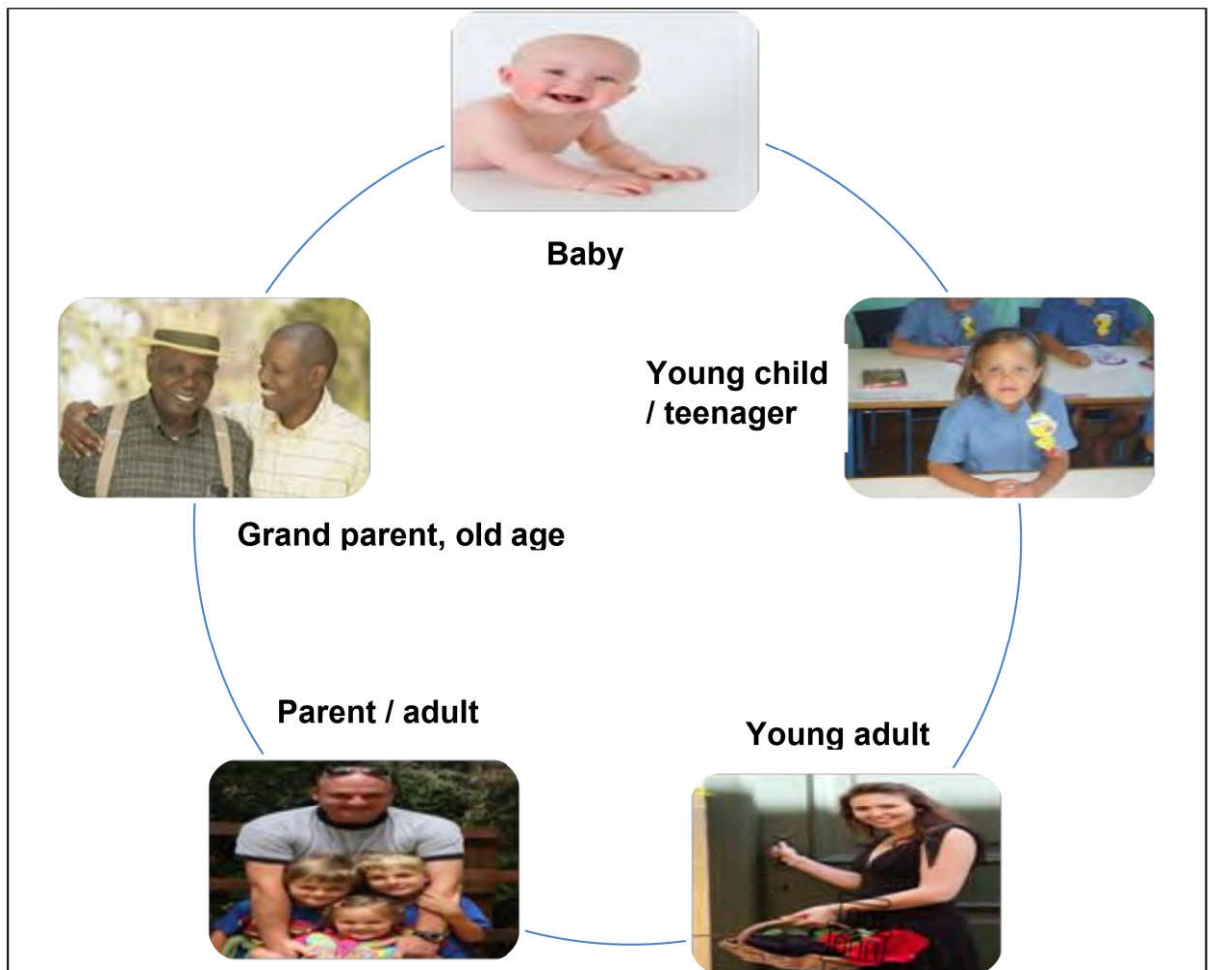
Adapted from: <https://tinybuddha.com/blog/10-powerful-benefits-of-change-why-embrace-it/>





“If you do not create change, change will create you.” ~Unknown

- Life cycle



- Stages of development may be marked by rituals; rituals will depend on which traditional practice your culture follows.
- The rituals are also called rites of passage that helps to make it easier to move from one phase to the next. Rituals are ceremonies used by people to mark the transition or change from one stage in the life cycle to another.

- They are a way for cultures to teach values and ways of living.
- Different stages will allow different rights, but it will also mean different responsibilities.



Personal life style plan to promote quality of life



- **Healthy life style**

- It refers to healthy living, leaving one fit, energetic and at reduced risk of disease, based on the choices one makes about their daily habits.
- It is characterized as a “balanced life” in which one makes “wise choices”.
- It outlines the positive and voluntary measures that a person can implement to maintain good mental and physical **health** that includes **healthy** habits in terms of diet, treatment of the body, sex, and the environment.

- **Personal lifestyle plan**

- A plan or strategy to live in a specific way which is to live a healthy and balanced life.
- The aim is to: improve or maintain a good quality of life, promote one’s well-being and live a fulfilling and happy life.

- **Different aspects of lifestyle plan that promote quality of life.**

- Physical exercise
- Nutrition for health and weight management
- Outdoor recreation and relaxation
- Sleep
- Promote healthy habits
- Abstinence / safe sex
- Avoid harmful substances
- Cope with change
- Emotional health
- Stress management
- Time management
- Conflict resolution



- Relationships and communication
- Volunteer / help others

Study skills

• **Process of assessment and examination writing skills:**

○ **What is assessment?**

It is the continuous planned process of gathering information on achievement.

○ **Assessment is important because:**


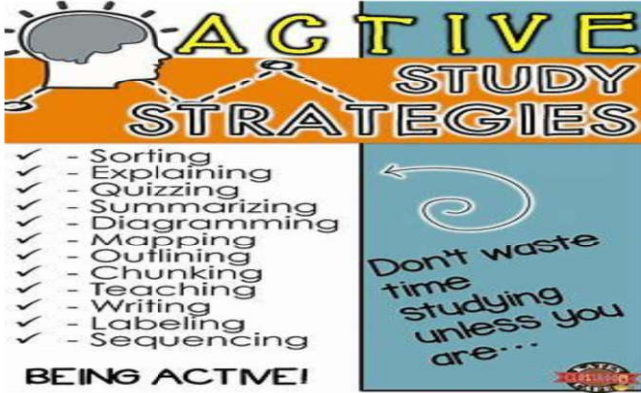
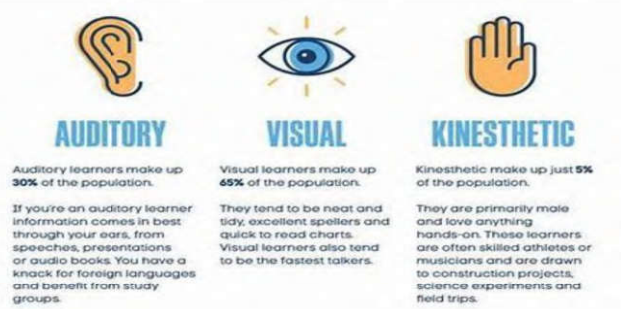
- It identifies how one copes with new knowledge, content and skills.
- It is an opportunity to enhance (improve) individual growth and development
- It allows one to monitor progress
- It gives feedback on one’s growth and development

○ **Types of assessment?**

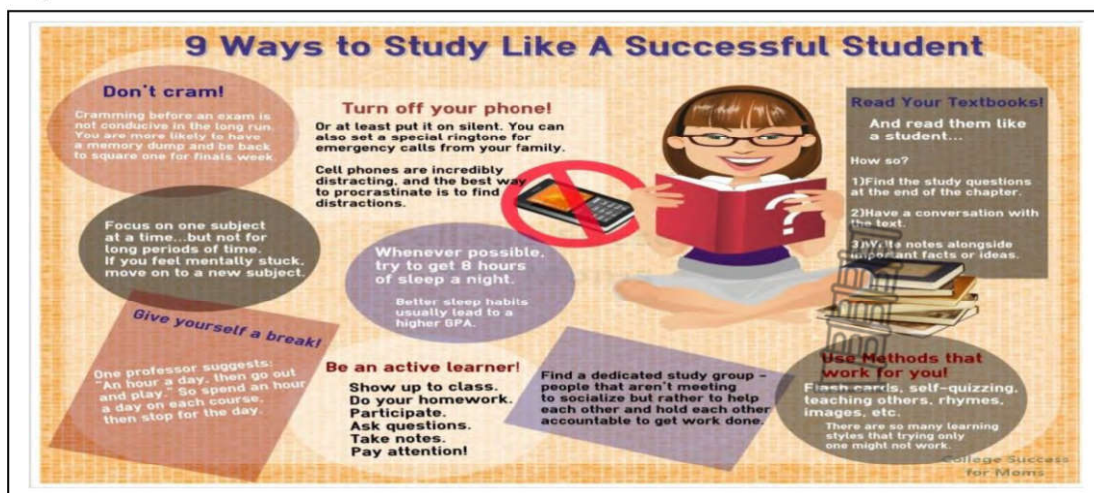
Informal vs. Formal Assessments	
INFORMAL ASSESSMENTS	FORMAL ASSESSMENTS
1. NON-STANDARDIZED	1. STANDARDIZED TESTING
2. NO SCORES	2. SCORES ARE CONSIDERED
3. NO COMPARING TO OTHE STUDENTS	3. SCORES ARE COMPARED
4. OBSERVING AND INTERVIEWING	4. SUMMATIVE TESTS
5. NORMAL CLASSROOM ENVIRONMENT	5. COULD GO BEYOND NORMAL CLASSROOM ENVIRONMENT LIKE TESTING FACILITIES

• **Study skills, strategies and styles**

<p>Study skills</p>	<ul style="list-style-type: none"> ➤ Skills that help to make the best of the learning experience; essential to select information when overwhelmed with various information. ➤ Skills that can be learnt to enhance one’s potential. <div style="text-align: center; margin-top: 20px;"> </div>
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<p>Study strategies</p> 	<ul style="list-style-type: none"> ➤ Different approaches or ways of learning ➤ The way one prepares to take in, understand, organise and recall information ➤ Use the one that help you to remember best 
<p>Study styles</p>	<ul style="list-style-type: none"> ➤ Ways one used to get information in and out of the brain ➤ Based on one's study style choose strategies that works for the person. 

• Study habit



9 Ways to Study Like A Successful Student

- Don't cram!**
Cramming before an exam is not conducive in the long run. You are more likely to have a memory dump and be back to square one for finals week.
- Turn off your phone!**
Or at least put it on silent. You can also set a special ringtone for emergency calls from your family. Cell phones are incredibly distracting, and the best way to procrastinate is to find distractions.
- Read Your Textbooks!**
And read them like a student...
How so?
1) Find the study questions at the end of the chapter.
2) Have a conversation with the text.
3) Write notes alongside important facts or ideas.
- Focus on one subject at a time...but not for long periods of time.**
If you feel mentally stuck, move on to a new subject.
- Give yourself a break!**
One professor suggests: "An hour a day, then go out and play." So spend an hour a day on each course, then stop for the day.
- Whenever possible, try to get 8 hours of sleep a night.**
Better sleep habits usually lead to a higher GPA.
- Be an active learner!**
Show up to class. Do your homework. Participate. Ask questions. Take notes. Pay attention!
- Use Methods that work for you!**
Flash cards, self-quizzing, teaching others, rhymes, images, etc.
There are so many learning styles that trying only one might not work.

College Success for Moms

- Examination writing skills

- Multiple Choice

- This question test factual knowledge



Multiple choice exam

- Read the question and try to answer it
 - Don't look at the answers yet
- Then read through all the answers
- Eliminate those you know is wrong
- Eliminate answers that are illogical
- Answers that you don't understand = often wrong
- Never, always, all and none often make answers false
- Be careful of negative questions:
 - Which of these are NOT
- Watch your time
- Don't guess – negative marking

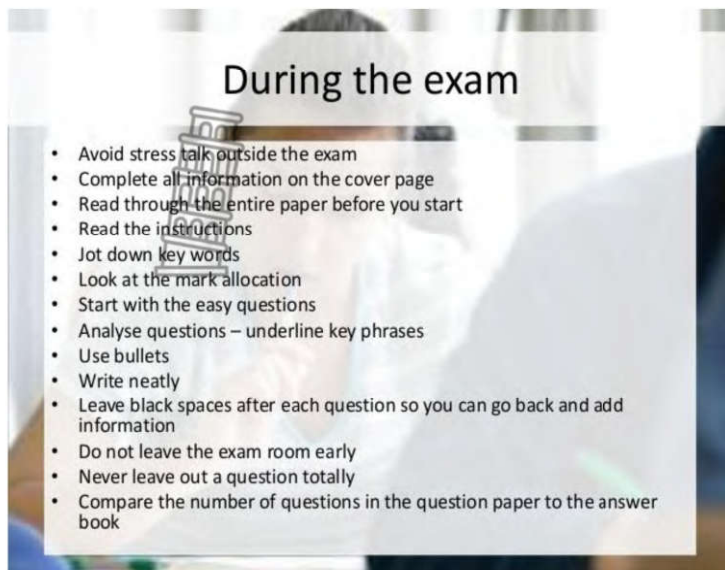
- Essay questions:

- The key to writing a good essay is to understand the instructions properly. What does the examiner want?

Essay exam

- Analyse the question
 - including instruction words
- Use relevant examples
- Process to write:
 - Get right to the point
 - State your main point in the first sentence
 - Discuss these points in more detail
 - Back your points up with specific details/examples
 - Make sure you understand – no point otherwise
 - Assessors look for
 - Compactness
 - Completeness
 - Clarity

- **Preparing for exams**



- **Presenting a question paper:**

The following are some points to keep in mind to present the paper well:

1. **Hand Writing** – Keep the hand writing legible. If the examiner cannot read your writing you will lose marks. Do not do too much scratching around on the paper. This really makes the paper look dirty.
2. **Margins** - Draw margins on both side of the paper. This is generally very important that your answers are in the centre of the answer paper and visible properly. The best time to do it is the time when you get the answer sheets and before you get the question paper, so this does not waste any time when attempting the paper.
3. **Figures** – Generally you can draw figures with pen. But preferably draw them in pencil. Generally, a free hand diagram would do in an engineering paper but when done in pencil it is much easier to correct and change than one drawn with a pen. And it looks much neater.
4. **Rough Work** – Do not do rough work of any kind just next to the sum. Do the rough work on the margin. Or you could just mark the last page as rough work and do all the rough work there.
5. **Sub Questions** – All the sub questions of a question should be attempted in a sequential order. If you do not know the answer to a sub question leave appropriate space for it. Do not attempt the sub question anywhere else. This would be highly irritating for the examiner. He might not even check that answer.

NB. All these small things do not take up a lot of time during the paper but if not done the paper becomes untidy. Due to this the examiner might not be able to read exactly what you have written and it might affect your marks drastically. So do keep these tips in mind.



• Key examination question words and their meanings

Key word	Meaning
Analyse	Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related.
Apply	Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem.
assess	Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons.
calculate	You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer.
comment	Give your opinion on, explain or criticise. Make a judgement based upon the evidence.
compare	Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences.
Complete	Add the missing information.
consider	Think about and give your opinion.
Contrast	Focus on the differences between two or more things. Show them in opposition to each other.
create	Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item.
Criticise	You need to make judgements to show your own ideas and evaluation.
critically analyse	Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons.
Define	You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion.
Describe	Give an account of something where you recall what you have learned or state what you observed.
Determine	Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week.
Discuss	Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion.
do you think	Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions, based on facts.
Enumerate	This is the same as list. Give a number of points.

evaluate	Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts.
examine	Carefully look at something and in detail so you can comment on it. Break down an issue or problem into smaller parts to understand it. Then explain what you have learned.
Explain	Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain.
Give	You supply, provide, present, or offer information.
Identify	Recognise and name someone or something; to say who or what they are.
Illustrate	Give realistic examples. Explain very clearly. You can use examples and comparisons.
Interpret	Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning.
in your opinion	This asks you what you think about something or feel about something. For example, in your opinion do the youth do enough to celebrate Youth Day on the 16 th of June?
List	Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list.
Match	Find things that go together; find things that are similar or connected to each other.
Measure	Find the size, quantity, etc. of something. Judge the importance, value or effect of something
mention	Write about something without explaining. There should be no detail; keep it brief.
name	Similar to mention; give a brief answer without long explanations.
Outline	Summarise, describe main ideas and core points, concepts or events. Give an overview.
Prove	Give the facts to support the issue.
State	Explain exactly and clearly as it is.
suggest	Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work.
Summarise	Give a very short and brief account. Include a short conclusion. Do not give unnecessary details.



• **Top 10 Mistakes**

The top 10 mistakes that most students make when attempting a test or examination paper, and how to overcome them.

MISTAKE	HOW TO CORRECT
1. Spotting only some questions or cramming too much information into your memory	Start revising long before the exams in order to be able to cover all the work. Plan your study time; develop a personal time table.
2. Arriving late in the exam venue/failing to bring necessary stationary e.g. pen, calculator, etc.	Give yourself enough time to travel to venue. Make a note on the exam time table. Pack and keep all your stationary in your bag/sleeve.
3. Panic before or during paper	Prepare well, sleep enough before a paper. Tell yourself it is not the end of the world and only an exam paper. Take a deep breath to calm you down.
4. Failing to read instructions and scan through questions	Read ALL instructions carefully and establish the number of questions you need to answer. Scan through the paper before you begin to write. Answer the easy questions first.
5. Failing to allocate time for each question/failing to plan your time	Allocate time to each question. Plan your exam time before you go to the exam room. Know how long you should take for the short and long questions. Allocate your time accordingly. If you fail to plan, you plan to fail!
6. Misinterpreting question/producing and incoherent answer/writing too much or too little	Underline the key words in the question. Make sure you answer only what the question requires.
7. Not sure how to start or end a question	Don't waste time by starting over and over again. The emphasis should be on the flow of your ideas. Make sure paragraphs are coherent
8. Failing to write legibly (clear enough to read)	If your a looks like a u and your v looks like a u you will lose marks as the marker gives up because he cannot read your answer. Practice your handwriting
9. Reading and writing too slowly	Practice your reading. It will increase your reading speed. Practice your writing skills or you can try different types of pens and pencils.
10. Forgetting to write your personal particulars e.g. exam number, ID number etc.	Always start your exam by writing your personal details on your exam book. Write your name and particulars on ALL loose pages, as a whole stack of papers may fall apart when in transit.




• **Importance of obtaining the NSC**

- It allows you to study at a Higher Education Institution.
- It is a basic requirement if you want to apply for a bursary.
- Most employees require NSC, it's a basic requirement for many jobs.
- It shows employees that you have some skills and knowledge and that you know how to learn.



3. **Develop a study plan for grade 12**

For example:



Make a timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	Math	Science	English	Math	English
10:00 AM	(S.E Lecture Theatre)			(S.E Lecture Theatre)	
11:00 AM					
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	Science	Math	History	History	Break
2:00 PM		(S.E Lecture Theatre)			Science
3:00 PM				English	
4:00 PM		History	Break		
5:00 PM	Sport		Sport		Sport

Careers and career choices

• **Commitment to a decision taken**

- **Commit to a decision**
 - You should make a decision based on your interests, strengths, weaknesses, skills abilities and personality and commit to it.
 - You may have decided to further your future career path, but a decision alone does not lead to much.
 - You have to act on your decision.
 - Make an effort to apply, get all the necessary forms and organise all the requirements for next year's choice.
 - You have to apply this year, as early as June. Most institutions look at your grade 11 results and give you provisional acceptance. Final acceptance depends on grade 12 results.



• **Course Application for higher Education**

- You will complete a student application/registration form
- Make sure the institution you apply to offers the course you want to study.
- Check if you meet the requirements for the particular educational institution.
- Fill in application forms

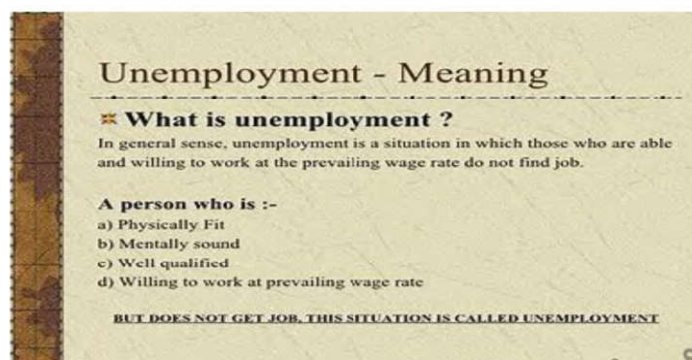
- Use plain black (capital) letters
- Be careful not to crease or dirty the form
- Send the original application form with certified copies of the document the institution requires e.g. ID
- Always keep a copy of your form.
- Apply in good time. Late application are costly.
- You can get application forms from: online on the institution website, via mail from the institution you applied to and Student Support Centre.
- Availability of funds (options)
 - Working and studying at the same time
 - Applying for a bank loan
 - Applying for a bursary or scholarship
 - Funding assistance from NSFAS
- **Job application**
 - Most employers require applicants to complete a job application, even if they submit a resume and cover letter. Employers use job applications to ensure that they have consistent information for all candidates.
 - In addition, by signing a job application or acknowledging online that the information in the application is accurate, the candidate is attesting to their job and educational history. This means that you can be denied employment or fired in the future if you aren't truthful about your employment record.
 - Before you complete a job application, either online or in-person, it's important to have all the information you need to complete the application on hand. Review these job application tips to be sure you're prepared to submit an application for employment.
- **Job Application Tips**
 - **Review Your Employment History.** You'll need your resume or a list of your employment and education history to make sure that you're listing the correct dates of employment, job titles, and education. Your resume should match the job application perfectly - discrepancies will be noticed.
 - **Download a Sample Job Application.** Download a job application sample and practice filling it out. That way you can be sure you have all the information you need, in advance.
 - **Ask for an Application.** If you are applying for a position in-person, ask for a job application, then take it home with you to complete.
 - **When You Apply In-Person.** When you stop in to pick up or drop off a job application, be sure you are dressed appropriately. You may end up speaking to the manager and it's important to look professional, just in case you get an on-the-spot interview.
 - **In-Person Job Application Checklist.** Review this list of information you'll need to apply to complete an in-person job application.
 - **Online Job Applications.** Job applications for many companies are available online. Large employers offer such a service. In fact, some employers no longer accept paper applications and require applicants to

apply via their company web site or the site where they have posted job openings.

- **Follow the Instructions.** Follow the instructions when completing both online and paper job applications. Check the company web site or the fine print on the job application form for instructions, because the most important rule to remember when completing a job application is to follow the directions.
- **Review Before You Submit.** Thoroughly read the instructions for applying for employment - before you click the Submit button or turn in your application. The company will regard applications that are submitted correctly and accurately in a much better light than those from candidates who don't follow the instructions. In fact, some companies won't accept incomplete applications, so you'll be rejected before you even apply if you don't submit your job application correctly.
- **Be Prepared to Take a Test.** Some companies test applicants for employment to determine if the candidate is a good match for the jobs they are hiring for. Companies who conduct pre-employment tests (talent assessments) are seeking applicants that match their hiring criteria. Review advice on taking employment tests, so you're prepared to respond to the employment-related questions you may be asked. Companies also may require drug tests for applicants for employment.
- **Know How to Complete a Job Application.** These step-by-step instructions how to complete a job application include all the information you need to complete an application for employment and tips and suggestions for writing applications that make a great impression.

Reasons for and impact of unemployment

- **What is unemployment?**



What causes unemployment?

- Poor education
 - Lack of skills and education makes it hard for the people to find employment
- Labour laws

- Overly protective labour laws (for employees) make it less attractive to hire new staff; make it very difficult to dismiss or retrench workers, employers are therefore less keen to employ people.
- Imbalance in skills set available
 - There are too many unskilled and semi-skilled workers available and not enough jobs; a number of children who start school have not completed matric.
 - There are shortages of skilled and highly skilled workers among graduates and therefore too many unskilled labourers and insufficient skilled workers.
- Technology and automation
 - Machinery and other technology have replaced manual labourers/warm bodies in the work place.
- Poverty
 - Poverty and the resultant social issues incapacitates and discourages the job search and access to labour markets.
 - Unemployment causes poverty, and poverty in turn contributes to high and sustained unemployment
- Infrastructure
 - People who live in rural areas experience barriers.e.g. high transport cost, a lack of social networking to pass on information about jobs and support job searches logistically in the city.
 - General lack of formal labour market information and often do not have access to technology to help people searching for job; makes job searches expensive, difficult and high risk for those with no resources and little cash.
- **The effect or impact of unemployment:**
 - A job provides satisfaction, support and hope and fulfilment. Unemployment affects the unemployed not only financially, but also personally and socially.



Effects of Unemployment


▶ ECONOMIC EFFECT

1. Wastage of human resources
2. Low income
3. Low saving
4. Low capital formation
5. Low living standard
6. Low labour productivity

Effects in Social :

High unemployment can also cause social problems such as crime; if people have less disposable income than before, it is very likely that crime levels within the economy will increase.

During a long period of unemployment, workers can lose their skills, causing a loss of human capital. Being unemployed can also reduce the life expectancy of workers by about 7 years.



- **Innovative solutions to counteract unemployment**

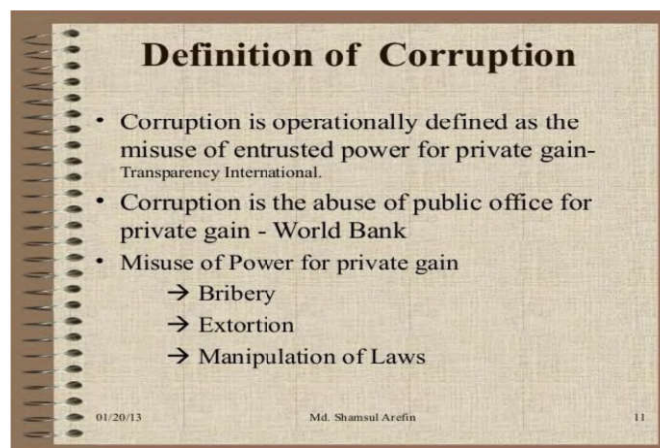
- **Register on the Department of Labour database** as an unemployed jobseeker. The Department of Labour's jobseeker database is a register of all unemployed people seeking work opportunities. To register your details on this database, you will need to visit your local Labour Centre and complete a job seeker application. The Department of Labour will provide you with a reference number and inform you of learnerships and other opportunities that arise.
- **Start working part time during school holidays** and weekends to gain experience that will add value to your CV.
- **Volunteering**
 - Volunteering means you help others by giving your time and skills without expecting payment.
 - Volunteering makes you feel good about yourself because you are doing something for somebody else; builds confidence.
 - It also allows you to explore your interests, abilities and skills that might make it easier for you to choose a career.
 - Volunteering is not only about helping people. You can also volunteer to clean up rivers or beaches, or work in an animal shelter.
When you volunteer, you usually get a letter or a certificate to state what kind of work you did and for how many hours which can be added this to your CV because now you have work experience, and have shown that you are willing to help make South Africa a better place.
- **Part-time jobs**
 - Working for a short while or for part of a day or week.
 - You can gain a lot of experience through part-time jobs, because you can have more than one job at a time.
 - For example, you may get a job to help with directing spectators to their seats at soccer matches. This job is only on certain days, so it is part time.
 - You will build up good experience, and become skilled in different aspects of work. In addition, you will earn an income, while you build your CV.

- **Community work:**
 - Community work means you do something to benefit your community or a community in need.
 - It is also a form of volunteering, but you concentrate on the needs of your community.
 - The work is usually paid for by government or an NGO, or a religious-based organisation e.g. you may help to feed orphans or help to make a community peace garden.
- **Entrepreneurship;**
 - To be an entrepreneur you have to see a need and provide a service or goods that people need.
 - This is a great way to earn money while you look for other work opportunities.
 - If your entrepreneurship leads to success, you may turn this into your day-to-day job and also employ others.
- **Informal jobs**
 - are usually short term jobs.
 - For example, you may wash cars, do gardening, sell newspapers, make clothes, or sell fruit or sweets at the taxi rank or next to the school.
 - Some people prefer informal employment due to its flexible hours; allows them to balance family responsibilities.
 - Others find this is the only work they can do to survive.
- **Sign up as a temporary employee**
 - Some managers assume you're happy as a temp, and you need to let them know that you would be happier as a full-time employee.
- **Contact a job agency**
 - (a Google search will reveal several in your area), and set up a profile with them.
 - Don't e-mail them - call them.
- **Get an employment, no matter where it is**, even if it's just a part time job.
 - Whether you want to be a cashier at the local supermarket or a helper at Home Depot, you'll need to start getting some kind of income while looking for your next full-time job!
 - Don't think that you are too smart to do any job. You must start somewhere.
- **Financial and social viability of entrepreneurship and other employment options**
 - Entrepreneurship and other employment options may be the best way to earn money. The more jobs that are created the better for everyone.
 - We also cannot expect the government alone to provide jobs; each citizen has to try to create jobs and work opportunities for others.
- **SARS tax obligations (South African Revenue Services)**
 - When you earn a salary, part of your income is taxed. This means that when you look at job application adverts, the amount you see is not the full amount you will earn, as tax will be deducted. When you receive any income, tax is deducted. You must register at SARS.

- **Income tax** is the government's main source of income that is levied on all income and profits received by a taxpayer. This includes individuals, companies and trusts.
- It is every citizen's duty to pay tax. Without income tax, there will be no services, such as roads, hospitals and schools, and the government could not function.
- Even if you are an entrepreneur or an informal worker, you have a duty to pay income tax if you earn more than R63 556 a year. If you earn less than this or are unemployed, you are said to be below the **tax threshold**.
- Our government is making it easier for small business and entrepreneurs; you don't have to pay the same amount of tax as big corporations. But do your citizen's duty and pay tax! If you don't pay tax, you contribute to unemployment because the government can't create employment opportunities as there is not enough money to do so.

- **Concepts**

- **Corruption**



Definition of Corruption

- Corruption is operationally defined as the misuse of entrusted power for private gain- Transparency International.
- Corruption is the abuse of public office for private gain - World Bank
- Misuse of Power for private gain
 - Bribery
 - Extortion
 - Manipulation of Laws

01/20/13 Md. Shamsul Arefin 11

- **Fraud**



What is Fraud?

The crime of gaining money or financial benefits by lying or a trick.

Susan is getting the company to pay for her new windows. Nobody knows!


Bill is using the company limo without permission.

These people are committing fraud

Tom has some ghost employees - i.e., employees that do not exist. Their salaries go into his bank account.

- **Bribery**

BRIBERY



Act of giving money, goods or other forms of recompense to a recipient in exchange for an alteration of their behaviour (to the benefit/interest of the giver) that the recipient would otherwise not alter.

- **Corrupt behaviours**

Corrupt Actions & Behaviors Are:

immoral shady
blackmail laundering untrustworthy
embezzlement mercenary bribery deception
shameful cheating
shady debase
cheating un-ethical rotten sordid
exploitation tax evasion
dishonest fraudulent

- **Forms of corruption**

FORMS OF CORRUPTION


Bribery- An offer of money or favors to influence a public official.

Collusion- Secret agreement between contractors to increase profit margins.

Frauds- Falsification of records, invoices etc.

Nepotism- Favours relatives or family friends.

Embezzlement- Misappropriation of corporate or public funds.



7

- The impact of corruption and fraud on the individual, company, community and country

Social effects:

- In our society, the impact of extortionary corruption is often manifested through political intolerance, problems of accountability and transparency to the public, low level of democratic culture, principles of consultation and participation dialogue among others.
- Extortionary corruption discourages people to work together for the common good.
- Frustration and general apathy among the public result in a weak civil society.
- Demanding and paying bribes becomes the tradition. It also results in social inequality and widened gap between the rich and poor, civil strife, increased poverty and lack of basic needs like food, water and drugs, jealousy & hatred and insecurity

Economic Impact of Corruption

Corrupt activity

- Interrupts investment – 20% more expensive to invest in a corrupt country
- Restricts trade
- Reduces Economic Growth
- Increases Poverty
- Hinders job creation



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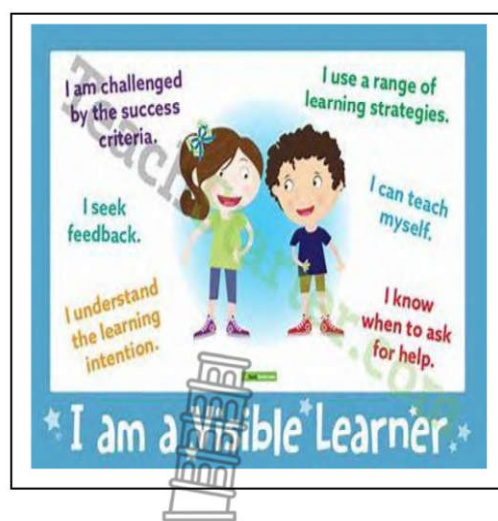
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TERM 1



INFORMAL ASSESSMENT



❖ **INFORMAL ASSESSMENT 1: SHORT QUESTION**

QUESTION 1: Answer the following questions by writing the answer next to the question number (1.1 – 1.6) in your *informal assessment book*.

- 1.1 State TWO reasons why School Based Assessment is important for a grade 12 learner. (2)
- 1.2 Briefly explain the following concepts in relation to physical activity: (2)
(a) endurance (2)
(b) flexibility (2)
- 1.3 State TWO personal safety measures to be applied during Physical Education. (2)
- 1.4 The reading technique that is most suitable to find the following in a newspaper: (1)
(a) Main ideas, for example identifying stereotyping. (1)
(b) Specific information, for example sports scores. (1)
- 1.5 When people in positions of power unfairly give the best jobs to their family and friends. (1)
- 1.6 The type of conflict you experience when a part of you wants to study the whole weekend and the other part wants to visit a friend. (1)

[9]

❖ **INFORMAL ASSESSMENT 2: SOURCE-BASED**

QUESTION 2: Read the extract below and answer the questions that follow. Write your answers in full sentences.

THE POTENTIAL OF YOUNG ENTREPRENEURS IN SOUTH AFRICA

South Africa, along with the rest of the world, is facing a youth employment crisis of unprecedented proportions. The country's National Youth Policy (NYP) of 2009-2014 made mention of the mid-year population estimates for 2008 where the young people (aged 14 - 35) are said to comprise 37.4%.

It confirms that the vast majority of the South African population constitute youth, while the population analysis statistics indicate that the youth also constitute a significant proportion of the adult population.

According to the International Labour Organisation (ILO), "... compared to adults, young people today are more than three times as likely to be unemployed ... (and) being without work means being without a chance to work themselves out of poverty".

A matriculation certificate also, does not guarantee employment for those wishing to enter the labour market after school. Self-employment and entrepreneurship in South Africa are what is needed at this point for the youth of the country.

(<https://www.skillsportal.co.za/> accessed on 18 April 2019)

- 2.1 Identify THREE reasons why 'young people today are more than three time likely to be unemployed'. (3x1) (3)
- 2.2 Briefly explain the term entrepreneurship. (1x2) (2)
- 2.3 Discuss why entrepreneurship could be a good option for an unemployed person. (1x2) (2)
- 2.4 Evaluate TWO reasons why people should support entrepreneurs in their communities. (2x2) (4)
- 2.5 Suggest TWO strategies that entrepreneurs can use to succeed in their businesses. (2x2) (4)

[15]

❖ **INFORMAL ASSESSMENT 3: SOURCE-BASED**

QUESTION 3: Read the following extract and answer the questions that follow. Write your answers in full sentences.

Unemployment: is there a way forward?
Reducing unemployment should be the top priority of the government.

Unemployment is South Africa's biggest problem. And it's not just a matter of statistics: every one of the 6.1 million people who are unemployed at present has a story to tell.

More than one in four people who want to work cannot find any. Officially, unemployment has increased over the past decade from 21.5% to 27.1% of the working-age population, one of the highest rates in the world. If you take into account people who have given up looking for work, the unemployment rate is even higher; 37%.

One thing economists agree on is that poor education policies are a big part of the problem. There are in fact jobs available in South Africa — if you're qualified. Only 1.7% of the country's unemployed are graduates. Many of these graduates have been absorbed by the financial sector, which has created over 620,000 jobs since 2008.

What does seem to be clear is that major interventions are necessary. The status quo is not creating jobs. Even in periods when South Africa's economy was growing much faster than the 1.5% predicted for 2019, job creation was not fast enough to mop up unemployment.

Unemployment destroys people's health and self-worth. Finding ways to fix our biggest problem should be the top priority of the government.

28 February 2019 by Ground Up Editors

- 3.1 Define the term unemployment. (1x2) (2)
- 3.2 Discuss TWO specific reasons for youth unemployment. (2x2) (2)
- 3.3 Assess how the following skills-based training can assist you with future employment or acceptance to a university or college:
- 3.1.1 Volunteering (1x3) (3)
 - 3.1.2 Work experience (1x3) (3)
 - 3.1.3 Community Service (1x3) (3)

[15]

❖ INFORMAL ASSESSMENT 4: SHORT ESSAY

QUESTION 4: Write an essay in which you evaluate the benefits of participating in programmes that promote achievement of personal fitness and health goals based on the following:

- Physical (2)
- Mental (2)
- Social (2)
- Emotional (2)
- Academic performance (2)

[10]

❖ INFORMAL ASSESSMENT 5: SHORT ESSAY

QUESTION 5: Read the extract below and answer the questions that follow.

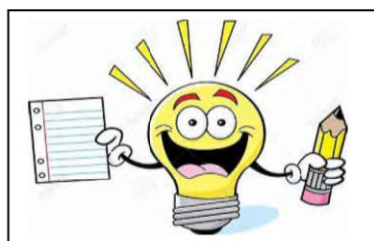
As we get older we seem to lose energy and we tend to be less active. There always seems to be more important things to do. Because we are no longer fit, the idea of regaining our fitness seems to be unattainable and out of our reach.

Anon.

Write paragraphs on physical education activities in which you...

- Explain **THREE** differences between sports and recreational activities. (3x2) (6)
- Critically discuss **THREE** ways in which physical activities could improve your quality of life. (3x3) (9)

[15]



❖ INFORMAL ASSESSMENT 6: PARAGRAPH

QUESTION 6: Read the extract below and answer the questions that follow.

Upon completing your grade 12 year, you will join either the world of work or institutions of higher learning where you will meet people from all “walks of life” for the first time. To start and maintain good relationships with people from different cultural groups and backgrounds you should be able to apply communication skills and conflict management skills.

Source: Unknown

Write paragraphs on conflict resolution skills in which you include the following:

- Explain THREE ways in which your positive attitude can lead to resolving conflict between your peers and family. (3x2) (6)
- Critically evaluate TWO conflict management skills and ONE communication skill that can help you sustain positive relationships with other people. (3x3) (9)

[15]

❖ INFORMAL ASSESSMENT 7: CARTOON

QUESTION 7: Study the cartoon below and answer the questions that follow. Write your answers in full sentences.



- 7.1 Why do you think Jackson is holding the world on his shoulder. (1x2) (2)
- 7.2 Explain why it would be important for Jackson to communicate his feelings to someone he trusts. (1x2) (2)
- 7.3 Describe how the stress could affect Jackson’s ability to communicate. (3x1) (3)
- 7.4 Explain TWO impacts the stress can have on Jackson’s performance at work. (2x2) (4)

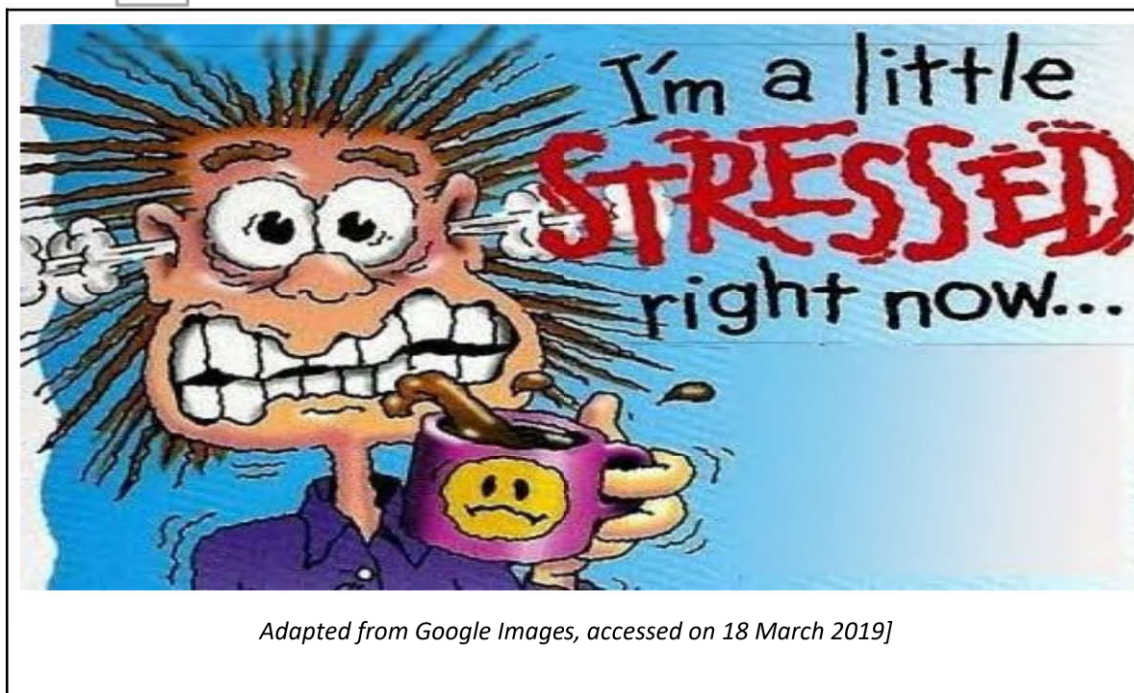
7.5 Advise Jackson on how to manage his stress.

(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 8: CARTOON

QUESTION 8: Study the cartoon below and answer the questions that follow. Write your answers in full sentences.



8.1 Identify THREE physical symptoms of stress.

(3x1) (3)

8.2 Discuss how stress negatively affects your academic performance.

(1x2) (2)

8.3 By using an example explain positive stress.

(1x2) (2)

8.4 Evaluate how the following may reduce examination stress:

- Revision
- Relaxation

(1x2) (2)

(1x2) (2)

8.5 Propose TWO practical solutions that a learner can use to resolve conflict with their friends.

(2x2) (4)

[15]



HOMEWORK 1: QUESTIONNAIRE 1

What's Your Learning Style?

Purpose:

- To learn about learning styles.
- To understand the differences between auditory, visual and kinaesthetic learners
- To identify your own learning style

There are three basic types of learning styles. The three most common are visual, auditory, and kinaesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. The questionnaire will help you determine which of these learning styles you rely on the most.

There is a series of 16 questions that are related to the three main learning styles. Read the question and select the answer that closest fits your answer. Don't think about the questions too much. Go with your first choice. After you answer each of these questions, tabulate your total number of a's, b's and c's.

Sometimes people have two or three that all have about the same number of choices. Some people depend on two or more types of learning styles. It is not unusual to use different learning styles for different tasks. That's why people can respond so differently to the same thing.

Questions to ask yourself

1. How could knowing your learning style be of benefit to you, personally?
2. How can it be helpful in your interactions with others?
3. How do you think this could help you in your studies?
4. How do you think this could help you in lectures, notes, summaries, etc.?
5. How do you think this could help you in note taking?

What's Your Learning Style

- For the questions below, choose the first answer that comes to mind and click on a, b, or c.

Question 1

When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams

Question 2

Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

Question 7

What kind of restaurant would you rather not go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

Question 8

Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class

Question 9

Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names but not the faces
- c) the things you did and said while you were there



Question 11

When you see the word "d - o - g", what do you do first?

- a) think of a picture of a particular dog
- b) say the word "dog" to yourself silently

c) sense the feeling of being with a dog (stroking it, running with it, etc.)

Question 12

When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out



Question 13

What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations like, hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

- a) scowl
- b) shout or "blow up"
- c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

- a) write it out to see if it looks right
- b) sound it out
- c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

- a) look at posters advertising other movies
- b) talk to the person next to you
- c) tap your foot or move around in some other way

- **Total your a's, b's and c's.**

Three Different Learning Styles

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking. Visual Learners

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use colour
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinaesthetic distraction
- find passive surroundings ideal



If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening. Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

If you had mostly c's, you may have a kinaesthetic learning style. You learn by touching and doing. Kinaesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

Adapted from: *What's Your Learning Style (2009)*. Retrieved Nov 4, 2010, from <http://people.usd.edu/~bwjames/tut/learning-style/>

Know your learning style and study in a way that best matches it.

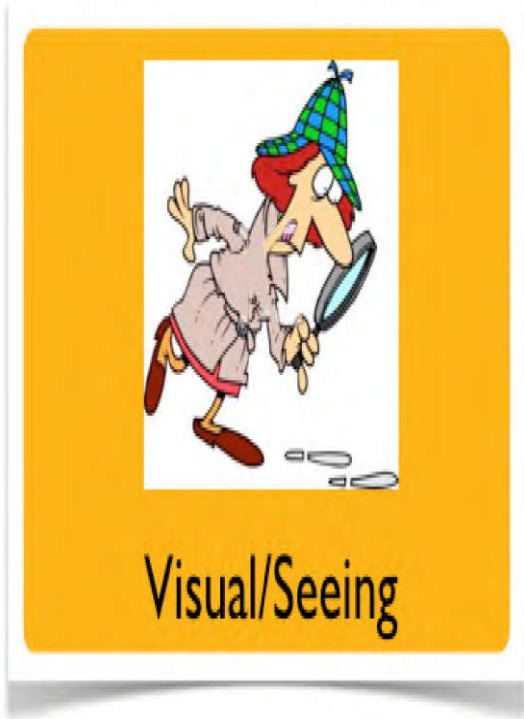


RESOURCE: STUDY SKILLS (LEARNING STYLES)

Learning Style: Dominant Visual

Visual Learners learn through seeing.

They like written instructions and prefer to take detailed notes as they listen to lectures.



They often like to have a quiet place to study.

They like to use colorful highlighters to mark notes and texts.

Visual learners remember visual details with ease and prefer to see what they are learning.



They learn best with visual materials such as pictures, charts, videos, illustrated textbooks, and handouts.

Learning Style: Dominant Auditory



Auditory Learners learn through listening.



Auditory/Hearing

They like to have music on while they study.

They like to read aloud and often like to talk to themselves or create musical jingles to help them learn new material.

Talking through a problem

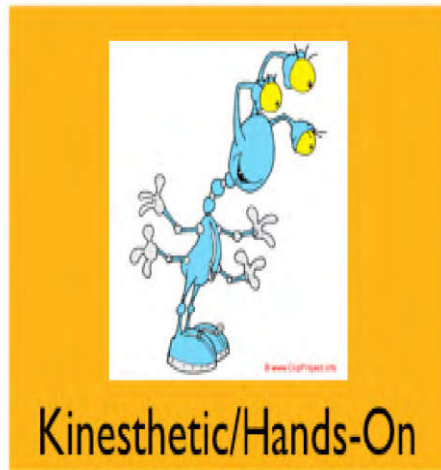
They remember by talking out loud and they like to have things explained orally rather than through written instructions.



Learning Style: Dominant Kinesthetic



Kinesthetic learners learn through moving, doing, and touching.



Kinesthetic/Hands-On

Kinesthetic learners like to move around when talking or listening.

They need to take frequent study breaks.

They are explorers at heart and like to learn through active participation in what they are learning.

They like to chew gum or to snack while they study.

They like to stand, rather than sit, when learning something new.



Source:

<https://www.bing.com/images/search?q=learning%20style%20dominant%20auditory&qs=n&form=QBIRMH&sp=1&pg=learning%20style%20dominant%20auditory&sc=0-32&sk=&cvid=4F33786AFCC84F4599CED9A6F6DE8228>

HOMEWORK 2: QUESTIONNAIRE 2

Study Skills Assessment

Directions: Read each statement carefully. For each statement, write the number for the choice that best describes your study habit.

Study Habit Self Assessment	Never 0	Sometimes 1	Usually 2	Always 3
1. I set study goals for myself				
2. I study where it's quiet with little distractions				
3. I have all the supplies I need when I study (ex. pen, paper, etc)				
4. I take short breaks when I study				
5. I put my notes in my own words to understand the material better.				
6. I study with a friend or a group				
7. I complete and turn in all my assignments on time				
8. I can tell the difference between material I know really well and material				
9. I start studying days before I have to take a test				
10. I dedicate time for studying				
11. I get a good night's sleep before a test				
12. I prioritize what material I need to study for a test				
TOTAL				

GRAND TOTAL: _____

A total score of 0-9: Your study skills may need improvement.
 A total score of 10-18: Your study skills are developing.
 A total score of 19-36: Your study skills seem strong.

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MARKING GUIDELINE

❖ INFORMAL ASSESSMENT 1: SHORT QUESTION

QUESTION 1:

1.1 State *TWO* reasons why School Based Assessment is important for a grade 12 learner.

Possible responses could be:

- SBA assists learners to improve on the final examination mark as it forms 25% of the final mark in all subjects beside LO. (✓)
 - It determines whether the learning objectives of the content have been met. (✓)
 - When learners are able to see how they are doing in a class, they are able to determine whether they understand the content. (✓)
 - Assessment can also help motivate learners; if learners know they are doing poorly, they may begin to work harder. (✓)
 - It is a way for the learner to communicate their learning to the teacher and for the teacher to give feedback to the learner. (✓)
 - It helps the learner to know how much more effort is required to achieve their goals. (✓)
 - It helps learners to set goals to improve further on their results. (✓)
- (2x1) (2)

1.2 Briefly explain the following concepts in relation to physical activity:

(a) Endurance is the ability of the muscles to exert (✓) itself and remain active for a long period of time, as well as its ability to resist, withstand, and recover (✓) from any strain on the muscles or exertion (2x1) (2)

(b) Flexibility is defined as the range of motion (✓) of your muscle and the mobility (✓) of the muscles, which allows for more movement around the joints. (2x1) (2)

1.3 State *TWO* personal safety measures to be applied during Physical Education.

Possible responses could be:

- Follow exercise rules and procedures. (✓)
- Do not exercise when unwell or injured. (✓)
- Begin your exercise programme slowly with low-intensity exercises. (✓)
- Wear appropriate attire (clothes/ shoes/ no jewellery) for your activity. (✓)
- Warm up before exercising/ cool down afterwards. (✓)
- Pay attention to your surroundings for possible safety hazards when exercising outdoors. (✓)
- Drink water before, during, and after your workout session to keep hydrated, even if you don't feel thirsty. (✓)

- Dress appropriately for the temperature outdoors, or opt for an indoor activity if it's very hot or cold. (✓)
- Choose to do types of physical activity that are appropriate for your current fitness level and health goals. (✓)

(2x1) (2)

1.4 The reading technique that is most suitable to find the following in a newspaper:

- (a) Skimming (✓)
- (b) Scanning (✓)

(1)

(1)

1.5 When people in positions of power unfairly give the best jobs to their family and friends.

Nepotism / Cronyism (✓)

(1)

1.6 The type of conflict you experience when a part of you wants to study the whole weekend and the other part wants to visit a friend.

Intrapersonal conflict. (✓)

(1)

[9]

❖ INFORMAL ASSESSMENT 2: SOURCE-BASED

QUESTION 2: Write your answers in full sentences.

2.1 Identify **THREE** reasons why 'young people today are more than three times likely to be unemployed'

Possible responses could be:

- They are likely to have less work experience than adults. (✓)
- Fewer jobs may be available in the job market. (✓)
- The increase in technology may result in fewer human skills needed. (✓)
- Competition may be greater as more and younger people graduate. (✓)
- A young person often lacks both labour market information and job search experience. (✓)
- They take longer to "shop around" for the right job, meaning they might wait longer to find work that suits their requirements. (✓)
- Young people just starting out in the labour force are unlikely to have the financial resources to relocate, nationally or internationally, in pursuit of work. (✓)

(3x1) (3)

2.2 Briefly explain the term entrepreneurship.

Possible responses could be:

- It is the process of designing/ launching/ running a new business offering a product/ process/ service (✓) for which there's a need in the community (✓).

- It is a business venture that is committed (✓) to turning an idea into a profitable business (✓).
- The capacity and willingness to develop/organize/manage a business venture along with any of its risks (✓) in order to make a profit (✓).

(1x2) (2)

2.3 Discuss why entrepreneurship could be a good option for an unemployed person.

Possible responses could be:

- Entrepreneurship results in a job and regular income (✓) for those wishing to work (✓).
- It empowers a person (✓) to move forward and participate in the local and global economy (✓).
- It creates a direct relationship between the effort you put in and your income. (✓) In other words, if you work hard your reward should be higher too. (✓)

(1x2) (2)

2.4 Evaluate TWO reasons why people should support entrepreneurs in their communities.

Possible responses could be:

- Entrepreneurs improve the local economy (✓), therefore when a consumer buys from local entrepreneurs, more money stays in the community (✓).
- Entrepreneurs keep the community unique: they give a community its flavour. (✓) By supporting these businesses instead of chain stores, you ensure that uniqueness is preserved as a part of your community. (✓)
- Entrepreneurs provide better customer service. (✓) When you shop local, the business owner is usually directly connected to every employee in the store and this leads to a personal approach that often means any problem you have is taken seriously. (✓)
- More personalized service is provided as the owner personally knows his customers. (✓) He knows the products you buy or the services you request on a regular basis and can tailor services to make your experience even better (✓).
- Buying from local entrepreneurs has benefits beyond mere convenience. (✓) When you support local business owners, you get a better level of service thereby helping to make your community a better place to live in. (✓)
- It may stimulate other businesses or sectors to support the new venture (✓) thus increasing economic development in communities (✓).
- New and improved offerings, products or technologies from entrepreneurs (✓) enable new markets to be developed and new wealth created. (✓)
- Through their unique offerings of new goods and services (✓), entrepreneurs offer alternative options for the community (✓).
- Entrepreneurs also invest in community projects and provide financial support to local charities (✓) and this enables further development in communities (✓).

- Many entrepreneurs support eco-friendly environments (✓) by making use of recycled items for bags which they resell to communities (✓). (2x2) (4)

2.5 Suggest *TWO* strategies that entrepreneurs can use to succeed in their businesses.

Possible responses could be:

- Create a product or deliver a service that is distinctly different (✓) so that it is better than what is available (✓).
- Conduct thorough research (✓) to identify a niche in the market (✓).
- Cater for a specific group of the target audience (✓) to ensure a constant customer base (✓).
- Devise a loyalty programme (✓) to reward existing customers and to recruit new ones (✓).
- Keep abreast of changes and adapt your product accordingly (✓) to ensure customer satisfaction and retention (✓).
- Define and popularise what makes you different (✓) to attract the attention of potential customers.
- Advertise products on different places such as social networks (✓) if they want to succeed above other competitors (✓).

(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 3: SOURCE-BASED

QUESTION 3: The answers of the learners should be in full sentences.

3.1 *Define the term unemployment.*

Unemployment refers to someone who is willing to work, ready for work and desperately wanting a job (✓), but cannot get work because there are just not enough jobs around for everyone (✓). (1x2) (2)

3.2 *Discuss TWO specific reasons for youth unemployment.*

Possible responses could be:

- Businesses preference; (✓) prefer employees who already have skills and experience to inexperienced and unskilled youth (✓).
- Employers do not regard schooling as an accurate measure of abilities. (✓) Low pass marks for NSC are not acceptable in a competitive workplace. (✓)
- Expectations of youth may not match reality. (✓) Some youth would rather not work than do a job thought to be below their hopes. (✓)
- Lack of businesses that are willing to do on-the-job training (✓) hence few opportunities for learners to gain skills (✓).
- Lack of entrepreneurial skills (✓) therefore learners are unable to take advantage of opportunities or funding available for entrepreneurship (✓).

- Lack of knowledge on how to apply for a job or study, study loans and learnerships (✓) hence many learners remain unemployed (✓).
- Lack of networking skills/not knowing whom to contact (✓) therefore many learners sit at home idle and unemployed (✓).
- The youth do not have enough information about the role of FET colleges and their courses that lead to jobs (✓) hence they are unable to choose other routes that would make them employable (✓).
- Poverty, (✓) which leads to lack of funds for further qualifications, and lack of money to pay for transport to job interviews, CV printing, airtime and online application access (✓).
- Some young people make high wage demands at entry level, (✓) which workplaces are not willing to agree to (✓).
- Some youth give up, become demotivated because of the lack of opportunities (✓) and stop looking for jobs (✓).
- There are too many recent university graduates with qualifications that do not match market needs (✓) and this makes them unemployable (✓).
- There are too few universities to accommodate all the applicants (✓) so many learners give up on their dreams and remain at home (✓).

(2x2) (2)

3.3 Assess how the following skills-based training can assist you with future employment or acceptance to a university or college:

3.3.1 Volunteering

Possible responses could be:

- Volunteering can be a positive way to get training in areas your current or past jobs didn't provide. (✓) If you need some additional experience for a particular job or promotion, there are many options. For example: Project management: organizing events or fundraising efforts, Sales skills: contacting people for donations or recruiting volunteers, managing a team: many projects require a group effort, and a leader to coordinate it. (✓) If you choose a volunteer role related to your target job, you might run into people with similar interests or that have jobs similar to the one you want. (✓)
- Many companies have a strong social responsibility core, and showing your charitable side displays a good cultural fit. (✓) Candidates who volunteer stand out in a positive way because their passion and involvement with the community is evident. (✓) Volunteering can add depth to your resume and help get you noticed. Volunteer experience is also professional experience. (✓)
- Once you volunteer, you can on your resume, list the organization and dates of your service, and instead of using the title "volunteer," use your responsibilities as a title—"project coordinator" or "instructor" (✓) and in this way of mentioning your accomplishments, results, or awards like any other job, without being misleading (✓) highlights your willingness to jump in, learn new things, and do more (✓).

(1x3) (3)

3.3.2 Work experience

Possible responses could be:

- Employers prefer graduates with work experience. (✓) A work placement provides the opportunity for you to develop key employability skills such as problem-solving, teamwork, communication and time management that graduate recruiters look for. (✓) The importance of work experience in securing a permanent job after graduation has become highly important over time. (✓)
- Work experience has become an important criterion for employers in recruiting prospective candidates. (✓) In a highly competitive job market, having a degree is just not sufficient (✓) since graduates are often expected to prove their ability to work in an active, stimulating and vigorous work environment (✓).
- Work experience is not just limited to helping students enhance their employability as there are several other personal benefits that students are most likely to receive from it. (✓) University is the best time for students to take on work experience and internships as this gives them a much-needed head start to their careers (✓) as it plays a vital role in improving the marketability of students amongst employers (✓).

(1x3) (3)

3.3.3 Community Service

Possible responses could be:

- Universities/Colleges like seeing that students have done community service (✓) as they want to admit students who are actively involved in activities that better themselves, and eventually, will better the world (✓). Students who have been actively involved in community service in high school show colleges that they will be the type of student who will be actively involved in making the college community a better place to be. (✓)
- The people you work with on community service projects will be good people to turn to when the time comes for letters of recommendation (✓) as they'll be able to speak to your leadership abilities, passion, and character (✓) and doing this kind of work will show prospective schools that you can balance activities with your schoolwork and that you have good time management skills (✓).
- Community service is a great way to explore different interests. (✓) Learners who do community service can try different kinds of work and work environments that they otherwise would likely not be exposed to at such a young age (✓) and the experiences that they gain will also look great the CV as future employers will likely be much more interested in hearing about a fundraiser that they ran and that they are able to work in a team (✓).

(3x3) (9)

[15]



❖ INFORMAL ASSESSMENT 4: SHORT ESSAY

QUESTION 4: Write an essay in which you briefly explain the benefits of participating in programmes that promote achievement of personal fitness and health goals based on the following:

Physical

Possible responses could be:

- Engaging in regular physical activity can increase energy levels (✓) thus controls fatigue and improve your health of and keep your body (✓).
- Exercise is essential to supporting metabolism and burning more calories (✓) that helps in maintaining your muscle mass and weight loss (✓).
- Regular exercise has shown to improve cardiovascular fitness and body composition(✓) thus lower the blood pressure and blood fat levels that reduces your belly fat (✓).
- Physical activity helps you build muscles and strong bones (✓) that helps prevent the weakening and fragility of your bones (✓).
- Regular exercise can help you relax and sleep better (✓) and makes you feel more energised during the day (✓).
- Physical activity build muscle mass and burns excess fat. (✓) It tones body muscles helping you to look fit, fresh and less fatigue. (✓).

(1x2) (2)

Mental

Possible responses could be:

- Regular exercise improves blood flow to the brain (✓) that helps the brain to be health and improve the memory (✓).
- Physical activities allow increase blood flow to the brain (✓) that releases endorphin hormones and lifts our mood (✓).
- Exercise enhances the mind's ability to endure daily hassles and stressors (✓) and to regulate itself (✓).
- Physical activities provide you the chance to find balance in your life (✓) and puts you in control of how you're spending your time to prevent you to feel overwhelmed by many obligations (✓).
- Physical activities are associated with deeper relaxation (✓) that can help you better manage stress and reduce depression (✓).
- Regular activities enable you to sleep better (✓) that protects your brain and increases your energy level (✓).
- Regular exercise is always associated with higher self- esteem (✓); it improves our appearance, our skin looks refreshed, our body tones up, and all of that together makes us look more attractive (✓).
- Exercise is an excellent way to reduce muscular tension, which significantly impacts stress (✓) since it releases a lot of emotional tension(✓).
- Exercise caused the release of cortisol hormones in our bodies (✓) that lowers our stress level (✓).
- Exercise causes your body to release endorphins (✓) which has a “feel good factor” that makes you feel happier (✓).

(1x2) (2)

Social

Possible responses could be:

- Group exercise helps you make friends (✓) as you socially interact with others (✓).



- You learn cooperation through group activities (✓) and form a positive sense of identity as part of a team (✓).
- Physical activities such as sports increase social skills (✓) including the ability to cooperate with others and work as a team (✓).
- Group or partner physical activities increase social activity (✓) that decreases feelings of loneliness and isolation (✓).
- Physical activities have the power to increase your social skills (✓) that fosters good communication skills and allows you to develop confidence in your ability to interact with others (✓). (1x2) (2)

Emotional

Possible responses could be:

- Regular exercise is always associated with higher self-esteem (✓) since it improves our appearance (✓).
- Exercise increases assertiveness and enthusiasm (✓) that can help you tap into your sensitivity and creativity and makes you to feel motivated (✓).
- Physical activities allow you to be more aware of your mental state (✓) hence enable you to practice distraction from your feeling of fears and anxieties (✓).
- Physical activity can be a powerful prevention to sadness and depression (✓) as it decreases stress hormones and releases endorphins, the body's natural feel-good chemicals (✓).

(1x2) (2)

Academic performance

Possible responses could be:

- Physical activity contributes to improved your academic performance (✓) as it improves your academic focus (✓).
- Physical activity is strongly associated with higher concentration levels (✓) and more directed, composed behaviour (✓).
- Regular exercise is associated with better thinking, learning, and judgment (✓) since it is an excellent way to clear the mind, enabling you to make smarter decisions, and feel better (✓).
- Physical activities such as sports teaches you to be disciplined (✓) be in the classroom and your study that can improve your academic performance (✓).
- The skills you learned during physical activities participation e.g. team work, leadership, problem-solving, communication, etc. can be applied at school in your association (✓) to improve relationship with your teachers and classmates (✓).

(1x2) (2)

[15]

❖ INFORMAL ASSESSMENT 5: PARAGRAPH WRITING



QUESTION 5: Write paragraphs on physical education activities in which you...

Explain **THREE** differences between sports and recreational activities.

Possible responses could be:

- Sporting Activities always have set rules (✓) while relaxation/ recreational activities some have set rules like bowl, others do not like swimming or hiking (✓).
- In sporting activities every match has a winner and loser (✓) while in relaxation/ recreational often no winner or loser for example an aerobics class (✓).
- Physical ability is important in sporting activities (✓) while in relaxation/ recreational activities physical ability is not important as much (✓).
- In sporting activities, you compete against others (✓) while in relaxation/ recreational activities you can do it on your own like yoga (✓).
- Sporting activities always have referees or umpires (✓) while relaxation/ recreational activities this are not necessary or needed (✓).
- Sporting activities always require special skills (✓) while in relaxation/ recreational activities these are not always required (✓).
- Sporting activities usually require special equipment (✓) while in relaxation/ recreational activities the special equipment is only required sometimes (✓).
- Participants usually take the sporting activities seriously (✓) while this is not the case in in relaxation/ recreational activities (✓).

(3x2) (6)

*Critically discuss **THREE** ways in which physical activities could improve your quality of life.*

Possible responses could be: (It will improve my quality of life in the following ways)

- It will ensure that I stay fit (✓) and improve my chances of a longer life (✓) as it will prevent many lifestyle diseases (✓).
- Physical activity reduces body fat (✓) which is associated with high blood pressure (✓) and by reducing body fat, physical activity can help to prevent and control diabetes (✓).
- Physical activity helps to reduce body fat (✓) by building or preserving muscle mass and improving the body's ability to use calories (✓) and when physical activity is combined with proper nutrition, it can help control weight and prevent obesity, a major risk factor for many diseases (✓).
- By increasing muscle strength and endurance and improving flexibility and posture, (✓) regular exercise helps to prevent back pain (✓) and will keep me fit and healthy (✓).
- regular physical activity can improve my mood and the way I feel about myself (✓) and in this way it may reduce depression and anxiety (✓) and may help me to better manage stress (✓)

(3x3) (9)

[15]

❖ INFORMAL ASSESSMENT 6: SHORT ESSAY

QUESTION 6: Write paragraphs on conflict resolution skills in which you include the following:



Explain *THREE* ways in which your positive attitude can lead to resolving conflict between your peers and family.

Possible responses could be:

- Be prepared to listen to the other person's side of the story until you understand fully the other side. (✓) This requires you to empathise with other people and see things from their perspective. (✓)
- Clarify what the disagreement is about. (✓) Find out what the root cause of the problem is. (✓)
- Be open and non-judgemental. (✓) This will allow the other person to talk freely and explain his/her side of the story. (✓)
- If somebody has done something that made you angry, if you don't understand somebody's viewpoint, if you don't understand their actions – ask. (✓) Sometimes there's a perfectly good reason why that person does what he does, and a potential conflict evaporates right there. (✓)
- Adopt a positive attitude towards work and life on the whole. (✓) Be a little more flexible and adjust. (✓)
- Don't always be negative. (✓) If you adopt a positive attitude, good things happen to you, whereas a negative attitude always attracts negative things (✓).
- Always look at the brighter side of life. (✓) There are much better things in life rather than quarrelling with everyone. (✓)
- A positive attitude can avoid disagreements, conflicts (✓) and lead to a happy and a peaceful life (✓)

(3x2) (6)

Critically evaluate TWO conflict management skills and ONE communication skill that can help you sustain positive relationships with other people.

- ONE mark (✓) for mentioning an example of conflict management skills.
AND
- TWO marks (✓✓) for discussing how it can sustain a positive relationship.

Possible response could be:

- Do not shout or show your anger (✓) because it might threaten the other person (✓) and prevent you from getting a solution. (✓)
- Do not avoid the conflict (✓) but face the difference you have and try to sort it out, (✓) because long term unsolved conflict will harm your relationship (✓)
- You should be willing to be convinced and accept that the other person can have a different point of view (✓) and that you can agree to disagree (✓) because this will give a feeling of mutual respect. (✓)
- Do not be emotional, (✓) keep your emotions under control when seeking a solution, (✓) if you fail you will not be able to solve the conflict (✓)
- Do not try to solve your conflict while angry, (✓) because you will not be able to think clearly and think of a solution, (✓) rather cool down and seek a solution for the problem (✓)
- Seek a peaceful solution (✓) because ill feelings will harm your relationship in the long run (✓) and conflict will not be resolved or might recur. (✓)

- Take responsibility for your actions (✓) and do apologize or acknowledge when you are wrong (✓) to build and maintain mutually respectful relationships. (✓)
(3x3) (9)

[15]

❖ **INFORMAL ASSESSMENT 7: CARTOON**

QUESTION 7: Write in full sentences.

7.1 *Why do you think Jackson is holding the world on his shoulder.*

- His problems are weighing him down (✓) because he feels like he has the weight of the world on his shoulders (✓). (1x2) (2)

7.2 *Explain why it would be important for Jackson to communicate his feelings to someone he trusts.*

- Talking about the problem can offer different perspectives and possible solutions (✓) because sometimes what we perceive is not the same as what is actually happening (✓).
- Talking helps reduce the burden (✓) and makes you feel lighter and in this way the stress is reduced (✓). (1x2) (2)

7.3 *Describe how the stress could affect Jackson's ability to communicate.*

- When stressed Jackson could become irritable and could snap easily (✓) because he will talk without thinking about what he is saying (✓) and that could be hurtful to others (✓). (1x3) (3)

7.4 *Explain TWO impacts the stress can have on Jackson's performance at work.*

Possible responses could be:

- It could lead to absenteeism (✓) as his stress could lead to a sharp rise in sick days and this may reduce productivity in the workplace. (✓)
- Lack of punctuality (✓) as the stress and anxiety he is experiencing may make it harder for him to get up in the morning or to keep track of time. (✓)
- There could be a lack of relationship building and communication with colleagues (✓) and he may become less likely to put forward ideas, make suggestions or take part in proactive discussions (✓).
- He may experience pressure and added stress (✓) which can lead to members of a team crumbling, meaning the quality of their work is decreased (✓).

(2X2) (4)

7.5 *Advise Jackson on how to manage his stress.*

Possible responses could be:

- Turn to co-workers for support (✓) as having a solid support system at work can help safeguard you from the negative effects of job stress. (✓)

- Lean on your friends and family members (✓) as having a strong network of supportive friends and family members is extremely important to managing stress in all areas of your life. (✓)
- Build new satisfying friendships (✓) as having friends and can help significantly reduce stress. (✓)
- Support your health with good nutrition and exercise, (✓) as the stronger you are you become more resilient to stress. (✓)
- Make time for regular exercise (✓) as this helps you gain balance in your life. (✓)
- Improve the quality of your sleep (✓) by making healthy changes to your daytime and nightly routines. (✓)
- Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime (✓) as this will help to cope with stress. (✓)

(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 8: CARTOON

QUESTION 8: Write in full sentences.

8.1 Identify THREE physical symptoms of stress.

Possible responses could be:

- suffering from headaches. (✓)
- having stomach aches/pains/diarrhoea. (✓)
- inability to sleep. (✓)
- rapid heartbeats/bleeding ulcers/over-sweating (✓)
- tremors, trembling of lips (✓)
- neck and back pains (✓)
- nervous habits, e.g., fidgeting (✓)
- rapid or mumbled speech (✓)
- upset stomach (✓)
- elevated blood pressure (✓)

(3x1) (3)

8.2 Discuss how stress negatively affects your academic performance.

Possible responses could be:

- Learners who are suffering from high levels of stress could become disorganized and uncertain of their goals and priorities. (✓) This could lead to an inability to effectively budget and manage their time. (✓)
- A high level of stress reduces learners' ability to concentrate on their studies. (✓) Consequently, it makes it difficult for them to memorize facts for tests. (✓)
- Poor concentration could limit learners' ability to think critically or at optimal levels when they write their papers or during tests. (✓) So poor judgment could lead to weak responses on exams and classwork. (✓)

- Memory is vital to learners' academic success, and forgetfulness is one of the symptoms of being stressed. (✓) It is clear then that this could adversely affect learners' quality of work. (✓)
- Because of excessive worry about different problems, learners might find it difficult to fall asleep. (✓) Consequently, the work they complete could be mediocre or they could miss assignment deadlines. They could end up failing tests. (✓)
- They may lack confidence in their abilities (✓) which hinders them from performing to their highest potential and succeed in school (✓)

(1x2) (2)

8.3 By using an example explain positive stress.

ONE mark (✓) for the meaning of positive stress and ONE mark (✓) using an example to explain it.

Possible responses could be:

- Positive stress or eustress (also called good stress) is when you perceive a stressful situation as an opportunity that will lead to a good outcome. (✓)

OR

- A eustress or positive response to a stressor motivates you to deal with a challenge or accomplish a task. (✓)

OR

- It helps you face what you have to face or fix what you have to fix. In the end, eustress can lead you to feelings of satisfaction and accomplishment, well-being and wholeness. (✓)

Possible examples:

- A desired physical activity such as weight training (✓)
- Winning in sports competition (✓)
- Taking an examination (✓)
- The excitement of falling in love (✓)
- Planning for a wedding (✓)
- Planning a vacation (✓)
- Labour and delivery (✓)
- Meeting a work deadline (✓)
- Managing the daily, repetitive stress of a job (✓)

(1x2) (2)

8.4 Evaluate how the following may reduce examination stress:

Possible responses could be:

Revision

- By revising one's work, one can identify possible problem areas in advance and get the help one needs to pass (✓) thereby eliminating a lack of understanding of the work which may cause stress. (✓)



- One may be able to recall better what one has studied (✓) thereby reducing stress that could be caused by a lack of recall. (✓) (1x2) (2)

Relaxation

- Short, regular and responsible relaxation periods may calm your mind (✓) thereby reducing examination stress caused by over-studying (✓).
- Relaxation gives one an opportunity to rest and refresh one's mind (✓) thereby reducing examination stress caused by crowded thinking/overthinking/over-working (✓). (1x2) (2)

8.5 Propose TWO practical solutions that a learner can use to resolve conflict with their friends.

Possible responses could be: A learner could ...

- take full responsibility for his actions during a conflict (✓) instead of blame shifting/accusing his friends for his/her attitude (✓)
- express his feelings/ needs to his friends (✓) thereby making them aware of it so that they will be able to support him more effectively (✓).
- use listening and paraphrasing skills in conversations with his friends (✓) to make sure that he understands them correctly and to avoid misunderstandings (✓).
- apply self-control/remain calm (✓) to avoid being overly emotional and reacting in such a way to his friends that it worsens the conflict (✓).
- apply negotiation skills when talking to his friends (✓) in order to keep the peace/sustain a good relationship (✓).
- work together with friends on a support strategy (✓) so that both parties fully understand their role in fulfilling their obligations to one another (✓).

(2x2) (4)

[15]

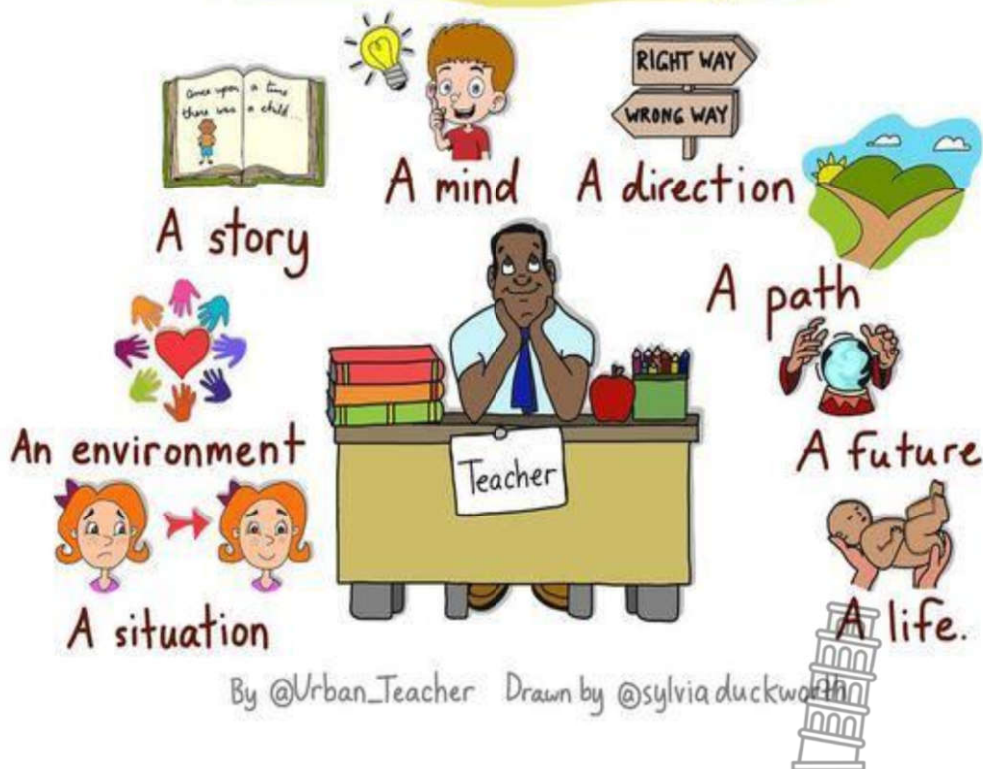


CLASS NOTES



TERM 2

As a teacher, you have the ability to change...



TERM 2

Responsible Citizenship

1. Responsible citizenship

Responsible citizenship means that you do your duty as a citizen, you fulfil your responsibilities, and do what is right or expected of you as a citizen.

A responsible citizen is a person who:

- follows the rules and laws of the country without obligation.
- is aware of, respect, and promote human rights.
- is concerned about the welfare of others.
- take part in campaigns, projects and events that fight against the violation of the human rights.
- obey the law.
- pays tax.



1.1 Evaluate your position on discrimination and human rights violations

It means you evaluate your position regarding discrimination and human rights violations by critically analysing your opinions, attitudes and behaviour taking the Bill of Rights into account.

1.2. Bill of Rights

The Bill of Rights is a cornerstone of democracy in South Africa. It is the rights of all people in our country. The Bill of Rights is basic human rights that all people, not only South African citizens, should enjoy and respect. Examples of some of these rights are:

- to be treated equally;
- to have dignity and self-respect;
- to have your own opinion and views and to follow any religion you choose;
- to express your ideas,
- views and opinions freely, as long as they don't violate the rights of others;
- to live and work in a healthy environment;
- to be treated fairly at work;
- to speak any language, you choose
- to have access to basic health care.





SOUTH AFRICAN BILL OF RIGHTS

Equality: You cannot be discriminated against. But affirmative action and fair discrimination are allowed.

Human Dignity: Our dignity must be respected and protected.

Life: You have the right to life.

Freedom and security of the person: You cannot be detained without trial, tortured or punished cruelly. Domestic violence is not allowed.

Slavery, servitude and forced labour: Slavery and forced labour are not allowed.

Privacy: You cannot be searched or have your home or possessions searched.

Freedom of religion, belief and opinion: You can believe and think whatever you want and can follow the religion of your choice.

Freedom of expression: All people (including the press) can say whatever they want.

Assembly, demonstration, picket and petition: You can hold a demonstration, picket and present a petition. But you must do this peacefully.

Freedom of association: You can associate with whomever you want to.

Political rights: You can support the political party of your choice. If you are a citizen, and at least 18 years old, you can vote.

Citizenship: Your citizenship cannot be taken away from you.

Freedom of movement and residence: You can go and live anywhere in South Africa.

Freedom of trade, occupation and profession: You can do whatever work you choose.

Labour relations: You may join trade unions and go on strike.

Environment: You have the right to a healthy environment.

Property: Your property can only be taken away from you if the proper rules are followed.

Housing: The government must make sure people get access to proper housing.

Health care, food, water and social security: The government must make sure you have access to food and water; health care and social security.

Children: Children under the age of 18 have special rights, like the right not to be abused.

Education: You have the right to basic education, including adult basic education, in your own language (if this is possible).

Language and Culture: You can use the language you want to and follow the culture that you choose.

Cultural, religious and linguistic communities: Communities can enjoy their own culture; practice their own religion; and use their own language.

Access to information: You have the right to any information, which the government has.

Just administrative action: Actions by the government must be fair.

Access to courts: You can have a legal problem decided by a court, or a similar structure.

Arrested, detained and accused persons: This right protects people who have been arrested, imprisoned or accused.

NOTE: All these rights can be limited if it would be fair to do so.

1.3. Discrimination

It is the unjust, unfair, and unequal treatment to others on the grounds of age, race, sex, religion or creed.

1.4. Human rights violation

It refers to violation of the basic rights of people by treating them wrongly; hurting, disrespecting or acting against someone's rights.



The role of the media in a democratic society: electronic and print media

2. The role of the media in a democratic society

2.1. Electronic and print media

- **Electronic media** are any media that need electricity or batteries, such as the Internet and emails, websites, blogs, Facebook, Twitter, radio, TV, film and DVDs.
- **Print media** include books, newspapers, magazines, pamphlets, brochures, posters and billboards



2.2 Role of the media in a democracy

- To inform the public on what is going on: inform democratic choices through the clarification of complex issues, particularly in an age when information is the driving force of economic advancement and international events impact on people's daily lives as never before;
- To provoke public debates leading to greater public participation in important decisions;
- To uncover abuses and expose violations of human rights
- To inform citizens about their government, their rights and freedom and their health and safety.
- To alert and mobilize public opinion to humanitarian causes/injustices; To allow political diversity to express itself by advertising different views/ideological approaches to certain issues;
- To keep politicians attuned to public opinion while offering politicians a medium to explain policies/decisions to public opinion and build the necessary support.
- To report on unlawful activities, the courts and court cases
- To expose corruption and mismanagement
- To give political information that can inform voters
- To promote nation-building, by giving access to diverse viewpoints and world views, as well as sports coverage.



Examples of when the media do not fulfil their roles responsibly include:

- Most media make money from advertisements and sponsors. The media therefore aims to satisfy the interests of their advertisers. These may not be the same as the interests of the public. They may withhold information or give biased reports, to satisfy their sponsors.
- News entertains rather than informs. Some media are filled with gossip, scandals, sex and violence rather than facts.
- Political news is often more about personalities, than about politicians' work and contributions. Media publicise the scandalous private lives of politicians and their families, which have nothing to do with their work.
- The lives of famous stars are made difficult by the paparazzi who invade their privacy. The media are like vultures when celebrities are in trouble; they persecute rather than protect them.
- The media sometimes exaggerate (overemphasise) dangers and make people afraid for no reason.
- News and interpretations of events may be biased, incomplete or incorrect.
- The information in the printed press, radio and TV has been selected from a large pool of information. Somebody, somewhere, made a decision on what was necessary to tell the public and what not. What is *not told* may be just as important as what is told.

2.3 Freedom of expression and limitations:

“Everyone has the right to freedom of expression, which includes freedom of the press and other media; freedom to receive or impart information or ideas; freedom of artistic creativity; and academic freedom and freedom of scientific research.”

Freedom of expression means that you can express your ideas and opinions freely through speech, writing, and other forms of communication. Freedom of expression is a basic right in a democratic society, and it applies to everyone, including individuals and the media. People may not express viewpoints that violate the rights of others.

• **Constitutional limitations to freedom of expression**

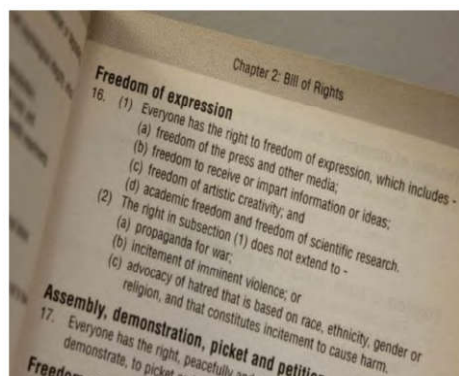
Freedom of expression is a basic human right since this is part of the foundation of any democracy and essential for the health of a democracy. However, it must be remembered that freedom of expression is not a superior right in South Africa and must be seen in the context of the rights to dignity and privacy.

This means that social media users do not have carte blanche to post what they please. Online conduct is governed by the same laws as offline conduct and hate speech, incitement to commit violence and defamation are examples of speech that is not protected.

The right to freedom of expression **does not include:**

- Propaganda for war e.g. you may not publish something that will provoke war or anything that will compromise peace and stability of the country.
- Incitement of imminent violence e.g. you may not encourage people to take part in any form of violent acts
- Advocacy of hatred that is based on race, ethnicity, gender or religion e.g. you may not use racist language or hate speech
- Incitement to cause harm e.g. you may not publish or distribute anything that is criminal in nature that may be hurtful or harmful to others.

FREEDOM OF EXPRESSION: A RIGHT AND A RESPONSIBILITY



2.4 Extent to which media reporting reflects a democratic society

The following information is an indication of how much the media mirror or reflects a democratic South Africa:

- topics covered - areas of wide range of interest and relevance catering equally for all citizens of a country
- Positions taken by editors – reflects the position of the editor and how the editor feels about an issue or event.
- space allocated- how big the item is, which page it appears on in newspaper or magazine, or how much time is allocated to it in TV or radio broadcast, or whether it appears in the beginning or at end of a news report
- Geographical distribution – refers to accessibility (availability) of information to different groups of society.

2.5 Critical analysis of media and campaigns

Media - the main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively.

It is important to critically analyse the media to evaluate their balance and fairness in reporting. One needs to ask questions and gather information from a number of different sources before accepting or forming an opinion. One way of evaluating the media is through checking if the media follow the **South African Press code**:

- Reporting of news – report the truth and only according to facts.
- Gathering of news– obtained legally, honestly and fairly unless public interest dictates otherwise
- Independence and conflict of interest – conflict of interest must be avoided and commercial, political personal or non-professional consideration are not allowed to influence reporting.
- Privacy – exercise exceptional care and consideration in matter involving private life unless overruled by valid public interest.
- Dignity and reputation -exercise exceptional care and consideration in matter involving dignity and reputation unless overruled by valid public interest
- Discrimination and hate speech – media is obliged not to publish material that amounts to hate speech or discrimination with reference to race, colour, illness, age, ethnicity, sexual orientation or other status except when strictly relevant to the matter reported.

- Advocacy – although a publication is considered justified in strongly advocating its own views on controversial topics, readers should be treated fairly by highlighting fact and opinion.
- Comment– any criticism must be fair and honest.
- Children – the press should not identify children who have been victims of abuse or exploitation, or have been charged with or convicted of a crime.
- Violence – care in presentation of violence.
- Headlines, posters, pictures and captions – provides reasonable reflection on the content of the report or picture and not misrepresentation.
- Confidential and anonymous sources – oblige to protect confidential sources and information.
- Payment for articles – avoid paying informant (informer).



Campaigns – are movements, drives or crusades that push, fight or advocate for an issue. Some campaigns are useful necessary and contribute positively to a democratic society e.g. Mandela day campaign, Right2Know campaign while others are not helpful e.g. where some media start a campaign to humiliate a politician or celebrity for personal reason.

2.6 Coverage of sport, sports personalities and recreation activities

The coverage differs; the media tend to focus on the big five sports in South Africa e.g. man's soccer, golf, motor racing, cricket and rugby that have a wide range of coverage. Indigenous games and orienteering, netball, women's soccer, hockey table tennis, are often less covered.

Often sportsmen also dominate the sports media over sportswomen, who struggle to get media coverage. Media do not report equally on famous sportsmen and sportswomen. Women referred to in sexist term as 'girls', whereas men are referred to as 'men'; women are portrayed in terms on how attractive they look and not in their performance.

3. Ideologies, beliefs and world views on recreation and physical activity across cultures and genders

3.1 Culture

- **Eastern and Western cultures**
 - In some Eastern countries forms of martial art or self-defence are practised by many people because these activities are part of their ideologies, belief systems and religions.
 - In the Western culture, sport is a way to make money. Lots of money is spent on sporting activities, events and sponsorships. Sport is a huge industry, with many job opportunities. The focus of sport is developing champions with very specific skills.
 - In South African culture all people are allowed and encouraged to play any sports they prefer.

- **Traditional culture and indigenous games**
 - Culture plays an important part in the choice of recreation. In many traditional cultures, if you are good in sport, it boosts your social status.
 - Sport also teaches young people the values of their culture e.g. team work and self-discipline and comradeship as it brings the community together.



3.2 Gender

- Participation in sport and many recreational activities is men dominated since many still believe that men are more competitive and aggressive thinking that these qualities are necessary to play sport and be a winner.
- Men who have no interest in sport are often laugh at while women who are good at sport are often accused of being manly.
- In some culture women are restricted in terms of what they can wear to play sport and being marginalised or treated insignificant.
- For example, in some countries women in sport must obey certain dress code in their country whilst in African countries; women's participation in sport is limited due to gender discrimination.
- Although the media is still biased against women in sports since most of sports commentator are men, male sports are given front page headlines and advertisement for sports-related goods shown during a sports programme, use more male personalities than females one, our South African government is trying to promote equality in sports and recreation.

SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

4. Community responsibility to provide environments and services that promote safe and healthy living


4.1 Responsibilities of various levels of government

The Constitution says that everyone has the right to a safe and healthy environment. It is the responsibility of every person in every community to look after the environment and to use resources responsibly. It is also the responsibility of various levels of government to ensure that environments and services are safe and healthy.

- Parliament makes laws for the whole country.
- Provincial governments make laws for their own provinces.
- Municipalities make by-laws for their municipal areas.



• **Concepts**

CONCEPT	EXPLANATION
Laws	Acts of/set of rules which a country or community has in place to control the behaviour of its citizens.
 Regulations	The details necessary to implement laws that are put in place and maintained by different authorities/levels of government.
Rules	Procedures to be followed / ways of doing things specific to an area of activity.

• **Laws, regulations and rules**

A law is also called an Act and is general in nature. Acts provide the opportunity for ministers, provinces and municipalities to make regulations. These also promote safe and healthy living.

Government departments keep the environment safe and healthy by inspecting workplaces, facilitating health programmes and providing safe sanitation

Municipal by-laws and community services deal with fire prevention and protection, disposal of bodies, sewage, keeping parks clean and safe, street trading cleanliness, water services, health programmes, animal welfare, public toilets and clinics.

4.2 Educational and intervention programmes: Impact studies

- Educational programmes deal with creating awareness on health and safety issues; teach communities what they can do to improve health and safety and provide information where to get help if there is health or safety issue in your community.
- Intervention programmes deals with solving or improving urgent problems such as health programmes to fight obesity and diabetes, sport programme to discourage crime and substance abuse, and programme such as gender-based violence.
- Some examples of educational and intervention programmes are:
 - Youth Substance Abuse Prevention and Awareness Programmes is run by South African National Council on Alcoholism (SANCA) that promote healthy lifestyle by providing drug education and developing leadership and life skills in schools.
 - Recycling Day is usually held in September during Cleanup SA week that aims to educate community about social environmental and economic benefits of recycling and contribution to a cleaner, greener and healthier South Africa.
 - NICRO: Safety Ambassador is an intervention programme for school going youth (15-18 years) aims to promote gender-based violence awareness and community engagement.

- Impact Studies – measure and monitor programmes to assess their effectiveness.



4.3 Formulating a personal mission statement for life

- Personal mission statement is an expression of your personal views, values, belief system or religion, ideology, lifestyle and goals for your studies and career choices. It states what you want to achieve and the kind of person you want to be. It briefly states how you will achieve these goals.



- Concepts

CONCEPT	EXPLANATION
Mission Statement	A short statement of why an organization exists, what its overall goal is, identifying the goal of its operations. i.e. popular mission statements:
Personal Mission Statement	A personal mission statement is a brief description of what you want to focus on, what you want to accomplish and who you want to become in a particular area of your life over the next one to five years. It is a way to focus your energy, actions, behaviours and decisions towards the things that are most important to you.

CONCEPT	EXPLANATION
Personal Values 	Things that you choose and are important to you, influenced by everything that you have had contact with in your life: your parents, your friends, your life experiences, your access to media and your conscience.
Personal views 	Your opinions and what you consider to be important and maybe be influenced by your future goals, your religion, culture, and values.
Belief	Trust, faith or confidence, an acceptance that something exists or is true, especially one without proof, and based on religion, i.e. Allah, Jesus Christ
Belief system	The way you try to understand the world and your place in it; set of beliefs about what is right and wrong, true and false that may be based on the teachings of a formal religion or may be part of your cultural belief system.
Religion	What you believe and who or what you worship based on faith and belief in God or a god that has a moral codes, rituals and ways of behaving towards others. It can guide your values, attitudes and behaviour.
Ideologies	These are organised set of beliefs, values and ideas; the way you believe you should live in the world and the way society should operate.
Vision	It is your dream for the future that gives you direction and inspiration.
Environmental responsibility	Responsibility towards your environment; treating the nature with respect and not doing anything harmful to your environment, get involved with environmental clean-up campaigns.
Lifestyle (physical and emotional well-being)	Your lifestyle is how you live your life on a daily basis; regular exercise, eat healthy food, practise safe sex, and not drink alcohol so that you care for you physical well-being and health.

4.3 Personal mission statement

- **Purpose:**
 - Encourages you to explore and identify your own values, dreams and goals.
 - Helps to identify your skills, your values and your dreams.
 - Shows what is important to you, and how you plan to achieve your aims and goals.
 - Gives control and structure or purpose to your life and guides you into the future.
- While there is no unique format or formula for creating your personal mission statement, the following guidelines may be helpful:
 - Keep it **simple, clear** and **brief**. The best mission statements tend to be 3 to 5 sentences long.

- Your mission statement should touch upon **what you want to focus** on and **who you want to become** as a person (character) in this part of your life. Think about specific actions, behaviours, habits and qualities that would have a significant **positive impact** in this part of your life over the next one to three years.
- Make sure your **mission statement is positive**. Instead of saying what you don't want to do or don't want to be, say what you do want to do or become. Find the positive alternatives to any negative statements.
- Include **positive behaviours, character traits** and **values** that you consider particularly **important and want to develop further**.
- Think about how your actions, habits, behaviour and character traits in this area **affect the important relationships** in your life.
- Create a mission statement that will **guide you in your day-to-day actions** and decisions. Make it a part of your everyday life.
- Think about how your mission **affects the other areas of your life**. Is it consistent with your other personal mission statements? Will it conflict with or contradict something else? Is it **balanced**?
- Make it emotional. Including an emotional payoff in your mission statement infuses it with passion and will make it even more compelling, inspiring and energizing.

Remember that your mission statement is not cast in stone. It will continue to **change and evolve as you gain insights about yourself** and what you want out of each part of your life.



4.5 Impact of vision



It impacts on your action and behaviour in life; drives you to achieved, guides you, helps you to set goals, and keep you on your path to success. It also affects your community and society because if you achieve your vision and fulfil your dreams others will benefit and you will be a positive role model.

References

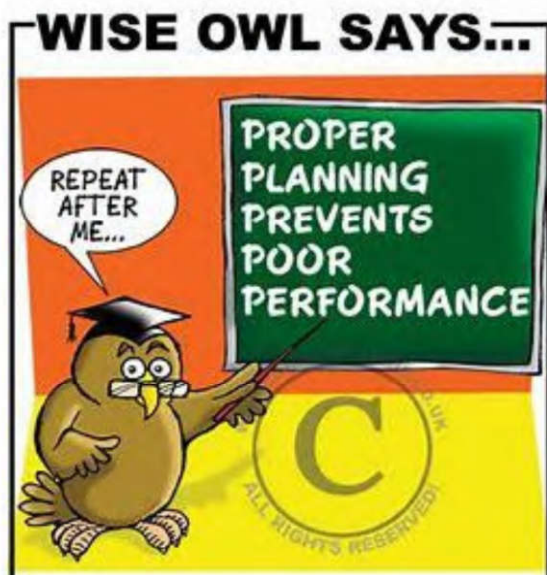
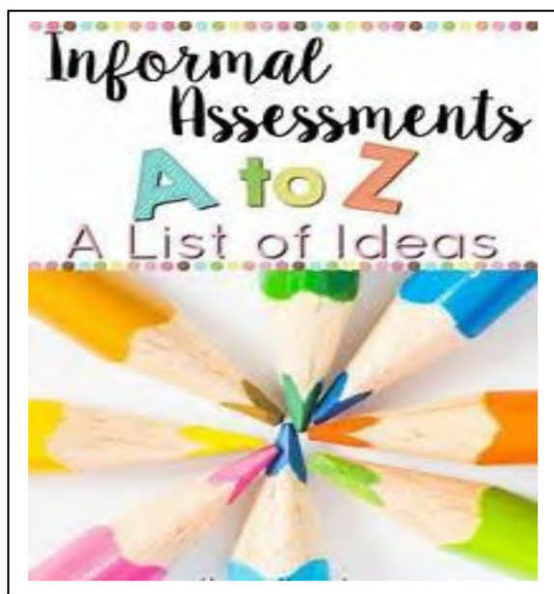
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TERM 2



INFORMAL ASSESSEMENT



❖ **INFORMAL ASSESSMENT 1: SHORT QUESTION**

QUESTION 1: Answer the following questions by writing the answer next to the question number (1.1–1.4) in your answer sheet.

- 1.1 Provide ONE advantage of electronic media. (1)
- 1.2 State TWO different meanings of censorship with regards to the media. (2)
- 1.3 Name the RIGHT that protects you from anyone searching your body and belongings, opening your mail and listening to your phone calls. (1)
- 1.4 Provide THREE reasons why sport and recreation are important for South Africans. (3)

[7]

❖ **INFORMAL ASSESSMENT 2: SHORT QUESTION (ONE WORD)**

QUESTION 2: Give the correct word/term for the following statements by writing only the correct answer next to the question number (2.1-2.3).

- 2.1 The illegal movement of people, typically for the purposes of forced labour or commercial sexual exploitation. (1)
- 2.2 A system of government in which people choose their rulers by voting them during elections. (1)
- 2.3 Journalists who try to find information that is normally hidden from the public. (1)

[3]



❖ INFORMAL ASSESSMENT 3: SOURCED/BASED

QUESTION 3: Study the extract below and answer the questions that follow. Write in full sentences.



Campaign Against Crime

The local police, together with members of the community policing forum (CPF) recently conducted a door-to-door campaign aimed at sensitising the community (making them aware), especially the youth, about the effects of using nyaope (heroin) and other drugs. This Blitz Awareness campaign was held on Thursday and Friday in Soshanguve. “We chose to start with Mabopane Station, then went to other sections like Block T, W and Batho Plaza, where we distributed pamphlets and spoke to people, because these areas are associated with drug use.” explained CPF chairman Paul Makgoba.

It is alleged that most crimes in the community are committed by young boys who smoke nyaope and other drugs. The community also pleaded with the police to increase their visibility in the community, especially at night.

Homes of victims were also visited, “We will refer them for professional help, and next time we will invite other stakeholders to come with us,” said Makgoba. During the visits, members of the public complained about the growing rate of house robberies as well as cable theft, which often left the community without electricity.

Author: David Matsena Adapted: REKORD: 13 MARCH 2015, PAGE 15

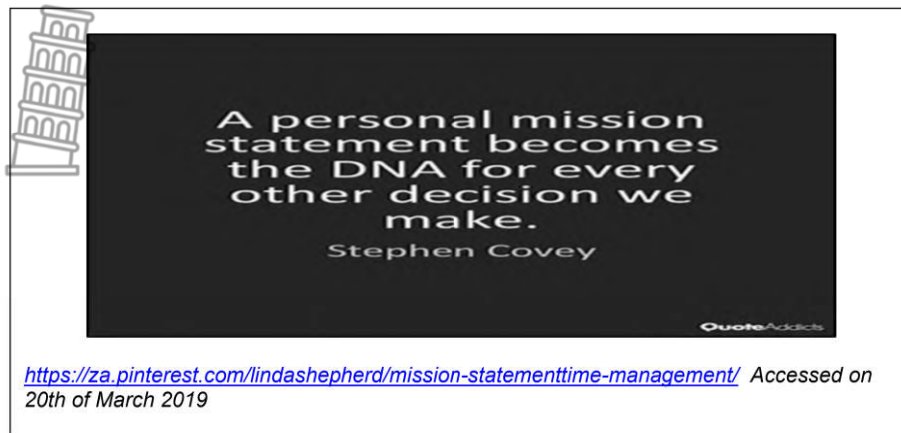
- 3.1 Mention **THREE** aims of this campaign. (3)
- 3.2 Provide **TWO** reasons why you think boys are more likely to use drugs. (2)
- 3.3 Suggest **THREE** ways in which the community can support the campaign so that it becomes more effective. (3x2) (6)
- 3.4 Critically discuss **TWO** ways through which the impact of this campaign can be evaluated. (2x2) (4)

[15]



❖ INFORMAL ASSESSMENT 4: SHORT TEXT

QUESTION 4: Study the short text below and answer the questions that follow. Write your answers in full sentences.



- 4.1 What do you understand by the term Personal Mission statement and why do you think that every person should have a personal mission statement. (1+1) (2)
- 4.2 What does Stephen Covey mean by saying that a personal mission statement is the DNA of all other decisions? (2)
- 4.3 Distinguish between a *Mission* and a *Vision*. (2+2) (4)
- 4.4 List THREE essential components of a personal mission statement. (3x1) (3)
- 4.5 Suggest TWO ways in which a personal mission statement may assist you to choose a job/career (2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 5: PARAGRAPH WRITING

QUESTION 5: Read the extract below and answer the questions that follow.

Residents no longer report water leaks

Many streets in the locations have a river of water running from either a burst pipe or a valve that needs replacing.

Two weeks ago, a team from the municipality came to attend to one of the major leaks, but they left without fixing it after they dug up a huge hole on the side of the road.

Instead of fixing the leaks the municipality is cutting off the water leading to blocked toilets.

Adapted from the witness. Accessed on 24 October 2018.

Write paragraphs on the responsibility of communities in providing safe and healthy living. Use the following guidelines to answer the questions:

- Name **THREE** diseases that can affect the community because of the unhealthy environment. (3)
- Discuss **THREE** human rights violations in the extract. (3x2) (6)
- Suggest **THREE** legal actions that the community can take to make the municipality aware of their dissatisfaction concerning service delivery.

(3x2) (6)

[15]

❖ INFORMAL ASSESSMENT 6: PARAGRAPH WRITING

QUESTION 6: Read the statement below and answer the questions that follow.

For Our Protection

The following is a way in which the national government has promoted safe and healthy living.

The Consumer Protection Act, (CPA), which came into effect on 1 April 2011, regulates goods and services that impact the environment and/or health. The obligation to provide information in respect of potential or actual environmental or health impacts of goods or services is covered by CPA regulation.

Anon

Write paragraphs on safe and healthy living in which you...

- Discuss **THREE** activities through which local governments can ensure the provision of services that promote safe and healthy living. (3x2) (6)
- Critically evaluate **THREE** contributions of your own towards environmental health and safety in your community. Use examples to illustrate your answer. (3x3) (9)

[15]

❖ INFORMAL ASSESSMENT 7: PARAGRAPH WRITING

QUESTION 7: Read the text below and answer the questions that follow.

Physical activity in various forms has always been part of human history. Different cultures have different views on physical activity. Most societies in the past were patriarchal, where men were dominant.

Anon

Write paragraphs on worldviews on physical activity across genders and include the following:

- Assess how this inequality has been redressed in South Africa. (3x2) (6)
- Evaluate the past patriarchal society's influence on women's participation in sport across South Africa. (3x3) (9)

[15]

❖ **INFORMAL ASSESSMENT 8: PARAGRAPH WRITING**

QUESTION 8: Study the extract below and answer the questions that follow:

What is 'Fake News'?

Fake news is the deliberate spread of misinformation, be it via the traditional news media or via social media, with the intent to mislead in order to gain financially or politically. It often employs eye-catching headlines or entirely fabricated news-stories in order to increase readership and, in the case of internet-based stories, online sharing. Profit relies on advertising regardless of the truth of the published stories. Anonymously-hosted fake news websites lacking known publishers have also been implicated, because they make it difficult to prosecute sources of fake news.

Anon

Write paragraphs on the media in South Africa in which you:

- Explain THREE ways in which truthful investigative journalism contributes to our democratic society. (3x2) (6)
- “The limitation to freedom of expression is applied when it threatens national security, justice or the personal safety of an individual.” Critically discuss THREE ways in which this limitation protects the citizens in a democratic South Africa. (3x3) (9)

[15]

❖ **INFORMAL ASSESSMENT 9: CARTOON**

QUESTION 9: Study the cartoon below and answer the questions that follow. Write in full sentences.



9.1 Define the term “human rights abuse” and give ONE example of such an abuse. (2+1) (3)

9.2 Explain the following TWO concepts:

A. Racism

B. Religious intolerance

(2x2) (4)

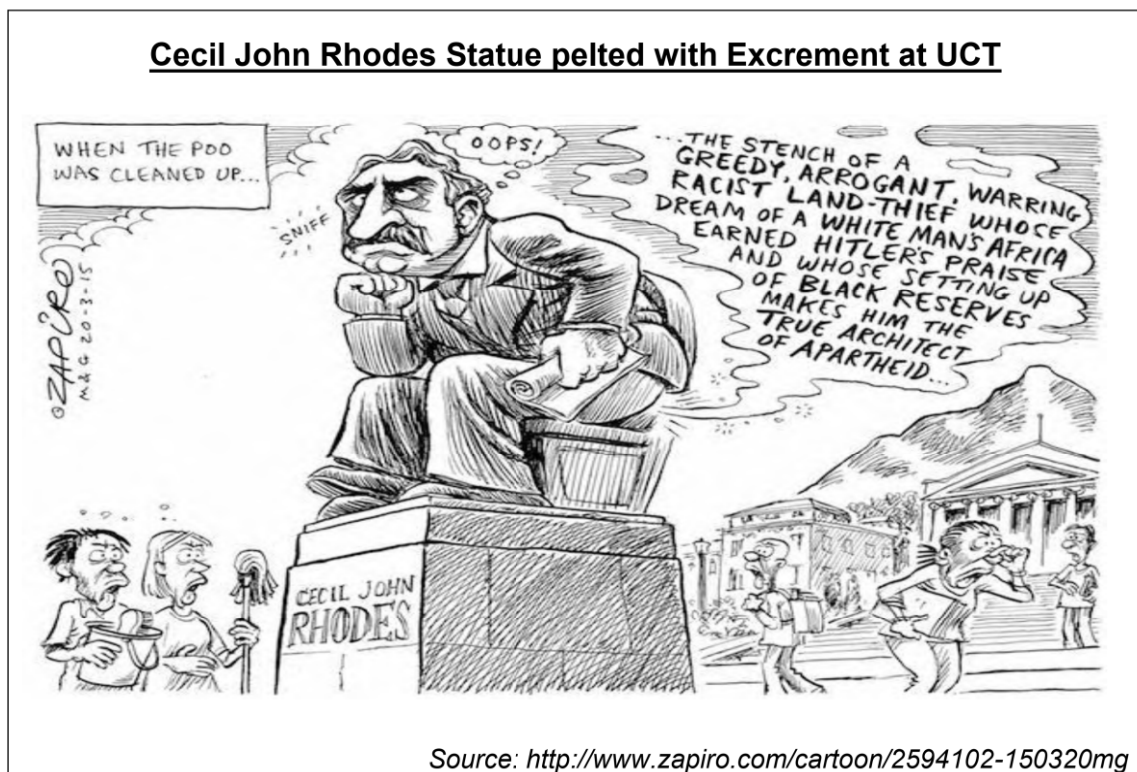
9.3 Discuss TWO strategies that can be applied to ensure the success of anti-xenophobia campaigns (2x2) (4)

9.4 Assess how an anti-Xenophobia campaign can equip the youth with regard to engaging in societal issues. Give TWO answers. (2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 10: CARTOON

QUESTION 10: Study the cartoon and answer the questions that follow.



Write an essay on the extent to which media reporting reflects a democratic South Africa in which you include the following:

- Analyse THREE ways in which the cartoon reflects freedom of the press. (3x2) (6)
- Critically evaluate THREE roles of the media in a democratic society. (3x3) (9)

[15]

❖ INFORMAL ASSESSMENT 11: HOMEWORK 1

SCENARIO	TYPE	IMPACT/ EVALUATION e.g. individual, community, company	CORRECTIVE MEASURE e.g. how to address the individual issue
 <p>A contractor hands money to municipal manager in order to be favoured in a contract bid / A voter accepts an offer to sell his vote to a candidate for R50.00.</p>	Bribery		
Some businesses collaborated in inflating the price of masks and hand sanitizers during the corona virus outbreak.	Collusion		
A lodging company gets lodging access to customary land by flying the leaders and their wives to Australia and giving them gifts, without consultation with other members of the community.	Undue influence		
A man is employed as driver for a government department by his relative without going through the recruitment process; stating that he is an experienced, safe and reliable driver.	Nepotism		
A teacher takes pens and note pads from her school stores cupboard to use for her church meetings.	Embezzlement		
Electoral workers are provided with food and drinks by a candidate.	Undue influence		
A minister for defence owns a company with which the defence department has a million-dollar contract.	Conflict of interest		
The manager appointed friends and associates to positions of authority, without proper regard to their qualifications.	Cronyism		
<p>STUDY SKILLS: Learners can develop a pneumonic on the different types of Fraud and Corruption:</p> <p>C = Conflict of interest E = Embezzlement C = Cronyism B = Bribery U = Undue influence N = Nepotism C = Collusion</p>	<p>An acronym like CECBUNC may be used for memorising the different forms of corruption</p>  <p>Homework and Study Help</p>		

❖ **INFORMAL ASSESSMENT 12: HOMEWORK 2**

- Write TWO positive quotes which mean something to you and helps you identify your dream. Acknowledge the authors.

❖ **INFORMAL ASSESSMENT 13: HOMEWORK 3**

- Write your personal mission statement (7-10 lines) using the template below.



Personal Mission Statement Sentence Templates

"To ... **[what you want to achieve, do or become]** ... so that ... **[reasons why it is important]**. I will do this by ... **[specific behaviors or actions you can use to get there]**."

"I value ...**[choose one to three personal values]**... because ...**[reasons why these values are important to you]**. Accordingly, I will ...**[what you can do to live by these values]**."

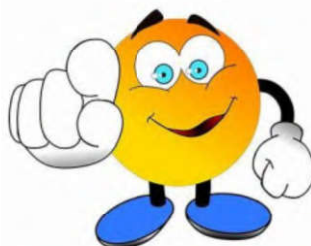
"To develop and cultivate the qualities of ...**[two to three values/character traits]**... that I admire in ...**[an influential person in your life]**... so that ...**[why you want to develop these qualities]**."

"To live each day with ...**[choose one to three values or principles]**... so that ...**[what living by these values will give you]**. I will do this by ...**[specific behaviors you will use to live by these values]**."

"To appreciate and enjoy ...**[things you want to appreciate and enjoy more]** by ...**[what you can do to appreciate/enjoy these things]**."

"To treasure above all else ...**[most important things to you]** by ...**[what you can do to live your priorities]**."

"To be known by ...**[an important person/group]**... as someone who is ...**[qualities you want to have]**...; by ...**[some other person/group]**... as someone who is ...**[other qualities]**...;



MARKING GUIDELINE TERM 2

❖ INFORMAL ASSESSMENT 1: SHORT QUESTION

QUESTION 1:

1.1 Provide **ONE** advantage of electronic media.

Possible responses could be:

- More up to date (✓)
- more interactive (✓)
- faster / cost-effective (✓)
- less time consuming (✓) (1)

1.2 State **TWO** different meanings of censorship with regards to the media.

Possible responses include: Censorship means ...

- preventing certain information from being published. (✓)
- not providing journalists access to information. (✓)
- covering up information such as crime statistics. (✓)
- censoring (removing) hate speech, libel or defamation. (✓) (2)

1.3 Name the **RIGHT** that protects you from anyone searching your body and belongings, opening your mail and listening to your phone calls.

The Right to personal privacy. (✓) (1)

1.4 Provide **THREE** reasons why sport and recreation are important for South Africans.

Possible responses could be:

- Promotes national pride in the country. (✓)
- Promotes team spirit in South Africa. (✓)
- Produces healthy South Africans. (✓)
- Develops leadership skills. (✓)
- Boosts the South African economy. (✓)
- Promotes nation-building. (✓)
- Creates a global platform for interaction. (✓)
- Boosts the tourism industry. (✓)
- Contributes to job creation. (✓)
- Provides financial benefits for South Africa. (✓)
- Develops national sporting heroes and role models. (✓)
- Reduces the prevalence of lifestyle diseases in the country. (✓)
- Creates interest in participation in physical activities. (✓)

(3x1) (3)

[7]

❖ **INFORMAL ASSESSMENT 2: SHORT QUESTION (ONE WORD)**

QUESTION 2: Give the correct word/term for the following statements by writing only the correct answer next to the question number (2.1-2.3).

2.1 *The illegal movement of people, typically for the purposes of forced labour or commercial sexual exploitation.*



Human trafficking (✓)

(1)

2.2 *A system of government in which people choose their rulers by voting them during elections.*

Democracy (✓)

(1)

2.3 *Journalists who try to find information that is normally hidden from the public.*

Investigative journalists (✓)

(1)

[3]

❖ **INFORMAL ASSESSMENT 3: SOURCED/BASED**

QUESTION 3: Answers should be in full sentences

3.1 *Mention **THREE** aims of this campaign.*

Possible responses could be:

- Sensitising / making the youth aware of the effects of usage of drugs (✓)
- Increase visibility of the police especially at night (✓)
- To help the youth see the link between crime and drug usage (✓)
- To stop crime and substance abuse (✓)
- To refer victims for professional help (✓)

(3x1) (3)

3.2 *Provide **TWO** reasons why you think boys are more likely to use drugs.*

Possible responses could be: Boys may be more likely to use drugs because ...

- They are more likely to indulge in risky behavior. (✓)
- Socially it is more unacceptable for girls to use drugs. (✓)
- Boys may be more prone to peer pressure.
- Boys may more likely belong to gangs. (✓)
- They could have dropped out of school. (✓)
- There is more shame associated with girls taking drugs. (✓)
- Social expectations from boys – they can't show emotion so they need to suppress it. (✓)
- Boys may be more concerned about wanting acceptance. (✓)
- Boys are more likely to be seen as "masculine" if they take drugs, it is not viewed as "feminine" for girls. (✓)



(2x1) (2)

3.3 Suggest **THREE** ways in which the community can support the campaign so that it becomes more effective.

Possible responses could be:

- Parents can join forces with the campaign (✓) by becoming involved with their children and thereby change attitudes and behavior (✓).
- Volunteer and be trained as a campaign worker (✓) so that the community can continue with it (✓).
- Have a plan for when the campaign is over (✓) people/community must know what to do and they do not feel abandoned (✓).
- Community members should be involved by being taught about crime, drug abuse and their effects (✓) and spread the message in less formal settings for example churches (✓)
- Voluntarism should be encouraged amongst community members (✓) to monitor and assist stakeholders for example the police (✓).
- Community can apply for rehabilitation centres / support groups for the youth who are at school (✓) so they don't have to leave school to go to rehabilitation (✓).
- Youth development centres (e.g. sport and recreation centres) should focus on keeping the youth engaged in physical (productive) activities (✓) so that there is less chance of them becoming part of a gang or the wrong crowd (✓).
- Schools in the community (✓) could create awareness campaigns (✓) around the existing community campaign to bring about a change in attitudes and behaviours (✓)
- Teachers, coaches, youth workers, faith-based community workers as well as extended family members could provide youth with education and positive role modeling (✓) to prevent learners from becoming involved with drugs (✓)
- Raise funds (✓) so that those who are involved get incentives and / or there are more resources (✓).

(3x2) (6)

3.4 *Critically discuss TWO ways through which the impact of this campaign can be evaluated.*

Possible responses could be:

- Interview the community (✓) to find out if crime has decreased (✓).
- Visit schools (✓) to see if the students are more aware / knowledgeable as compared to before the campaign (✓)
- Questionnaires can be used (✓) to measure a change in attitudes, knowledge and behavior in community (✓).
- Service providers like social workers, courts, health, shelters, etc. (✓) could be asked about statistics of crime / drug abuse (✓).
- The media could be involved in investigating and assessing (✓) the media involvement in the community and if it has made a difference (✓).
- Social media could be used (✓) to find out if people were aware of the campaign and if it made any difference (✓).

(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 4: SHORT TEXT

QUESTION 4: Answers should be in full sentences.

4.1 *What do you understand by the term Personal Mission statement and why do you think that every person should have a personal mission statement.*

ONE mark for the term Personal Mission statement and ONE mark for the reason.

- A personal mission statement is a declaration of your purpose/goal/what you want to achieve in life. (✓) AND
- A personal mission statement is important in order to guide them, give them purpose and to help them know themselves, their values and beliefs/ A personal mission statement helps us reach our goals and stay focused. (✓)
(1+1) (2)

4.2 *What does Stephen Covey mean by saying that a personal mission statement is the DNA of all other decisions?*

Possible responses could be:

- He is explaining that we build on our personal mission statement (✓) and that all other choices we make relies on our goals and develops from our vision and mission in life (✓).
- Just like your DNA is a blueprint for who you are, (✓) similarly all your decisions / actions/goals that you set for yourself in life stems from your mission statement (✓).

(2)

4.3 *Distinguish between a Mission and a Vision.*

- A mission describes a group or individual's intentions or what they strive to accomplish, (✓) while a vision describes larger goals that are anticipated to come into fruition from their efforts (✓).
- Mission- what you want to achieve/ something one is willing to accomplish (✓) whilst a vision is where you are going to be in the future with your goals/ Way you view yourself in the future and what you have achieved (✓).

(2+2) (4)

4.4 *List THREE essential components of a personal mission statement.*

- Personal views (✓)
- Values (✓)
- Beliefs (✓)
- Religion and ideologies (✓)
- Lifestyle (✓)
- Environmental and community responsibility (✓)
- Goals and career choices (✓)

(3x1) (3)

4.5 *Suggest TWO ways in which a personal mission statement may assist you to choose a job/career.*

Possible responses could be: A mission statement will help you to...

- Consider the things you value the most in a job (✓) so that you apply for a job that does not conflict with your values. (✓)

- Identify your own talents and interests (✓) that would help you consider the job that you would be most suited to. (✓)
- Give you focus on the right course of action to take (✓) when seeking employment suitable to your lifestyle. (✓)
- Consider what is really important in life (✓) so that you are able to weigh your options in deciding where to apply for a job. (✓)



(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 5: PARAGRAPH WRITING

QUESTION 5: Write paragraphs on the responsibility of communities in providing safe and healthy living. Use the following guidelines to answer the questions:

Name THREE diseases that can affect the community because of the unhealthy environment.

Possible responses could be:

- Tuberculosis (TB) (✓)
- Asthma (✓)
- Sinuses (✓)
- Diarrhoea (✓)

(3x1) (3)

Discuss THREE human rights violations in the extract.

- The right to a healthy environment (✓) because stinking sewerages and blocked toilets are unhygienic (✓).
- The right to water (✓) due to water cut off by the municipality (✓).
- The right to life (✓) as stinking sewerages and blocked toilets can cause health problems which might lead to death (✓)

(3x2) (6)

Suggest THREE legal actions that the community can take to make the municipality aware of their dissatisfaction concerning service delivery.

Possible responses could be:

- The community members can arrange a meeting with the mayor (✓) where they express their dissatisfaction to the municipality (✓).
- They can draw up a petition signed by community members to be presented to the municipal manager (✓) where they list their grievances (✓).
- Putting up posters with their grievances around the municipality's building (✓) so as to express their dissatisfaction about service delivery (✓)
- Organise peaceful protests (✓) so as to make their voice heard (✓)

(3x2) (6)

[15]



❖ **INFORMAL ASSESSMENT 6: PARAGRAPH WRITING**

QUESTION 6: Write paragraphs on safe and healthy living in which you...

Discuss **THREE** activities through which local governments can ensure the provision of services that promote safe and healthy living.

Possible responses could be:

- Provision of clean environment (✓) the council has the legal responsibility to ensure refuse is removed so there is no spreading of disease (✓).
- Garbage removal (✓) so there is no change of disease spreading and the environment is clean (✓).
- Protecting workers (✓) against environmental hazards associated with their work (✓)
- Service delivery ✓ with regards to sustainability of resources for example solar energy (✓) or providing parks (✓)
- Recycling (✓) this would belong under the local government responsibility this would ensure sustainability and a safer environment (✓).
- Waste dumps (✓) ensuring that these are controlled in a hygienic manner so that it does not affect the environment or citizens (✓).
- Cleaning of rivers (✓) local government would have to ensure that citizens in the community are breathing and drinking water and air which is safe (✓).
- Repair of broken sewerage / water pipes (✓) so the citizens have a clean and safe environment because sewerage can cause disease (✓).
- Availability of Health Care at a local level (✓) clinics in communities should provide family planning, ARVs etc (✓).
- Provision of basic needs like water (✓) clean and safe drinking water should be available in every household (✓)
- Provision of social and physical environment that promotes physical activities (✓) for example parks and community centers that include activities that encourages healthy lifestyles (✓).

(3x2) (6)

Critically evaluate **THREE** contributions of your own towards environmental health and safety in your community. Use examples to illustrate your answer.

Possible responses could be:

- Save electricity (✓) for example: I switch off lights when not in the room / boil only the amount of water I need / we use solar heating instead of a geyser (✓) this will decrease the pressure on the electricity usage with affects load shedding (✓).
- Lessen pollution (✓) for example I pick up rubbish and recycle / reuse plastic bags while shopping / I report places that pollute / I do not burn tyres or burn illegally (✓) this lessens the pollution in my immediate environment and acts as an example to others (✓).
- Read the label on household chemicals. (✓) I ensure that for example gloves are worn if need be, chemicals do not end up in water that runs into the garden or can harm any birds / animals (✓) this ensures that the vegetation and wildlife around me is not harmed (✓).
- Grow plants (✓) I increase the amount of greenery in our garden / community (✓) not only because of its beauty but because it increases oxygen in the air and combats erosion (✓)

- Plant only indigenous flowers, trees and shrubs (✓) because it is better for my environment (✓) exotic plants can use more water, may affect indigenous plants and be bad for the soil (✓)
- Do not burn tyres to get rid of them ✓ as the smoke is toxic ✓ but I use them as planting containers for seeds and vegetables or for insulation, or to make sandals
- Do not start fires or do something that may accidentally start a fire (✓) for example leave candles unattended or gas stoves (✓) in this way I am sure that my environment is safer for me and others
- Close all taps tightly so they do not drip (✓) I report leaking taps and toilets immediately and follow up that they been fixed (✓) this contributes to water conservation (✓).

(3x2) (6)

[15]

❖ INFORMAL ASSESSMENT 7: PARAGRAPH WRITING

QUESTION 7: Write paragraphs on worldviews on physical activity across genders and include the following:

Analyse the past patriarchal society's influence on women's participation in sport across South Africa.

Possible responses include:

- In patriarchal societies men were seen as the stronger sex and were identified with speed and power, women were regarded as delicate and weak, (✓) as a result, women were only allowed to participate in activities such as skating and swimming and men participated in sports such as rugby and boxing (✓)
- Historically in South Africa women were only allowed to watch sports and not to take part in sports such as boxing, cricket and rugby (✓) thus men thought the acceptable activities for women were tennis, netball or golf (✓)
- Endurance exercise was thought to be harmful to women and so activities such as weightlifting were not socially acceptable by a patriarchal society (✓) as this became exclusive for men only and women are not supposed to take part at all (✓).
- Historically in South Africa women were perceived to be home-makers (✓) and had to tend to family chores hence they were not permitted to be outdoors engaging in physical activities (✓)

(3x2) (6)

Evaluate how this inequality has been redressed in South Africa.

Possible responses could be:

- International pressure (✓) had in some cases led to these bans being lifted and it created equal opportunities for South African women to participate in sport (✓) and in this way women who had the passion and potential started parting in sporting activities (✓).
- Gender equality on all levels was guaranteed by the Constitution and the Bill of Human Rights (✓) and activists and women started campaigning for these rights

for women (✓) and in this way women gained more confidence to participate in sport as they had the law on their side (✓).

- The South African government encourages all South Africans to participate in sport and recreational activities (✓) and it is making an effort to provide facilities, equipment, education, training and opportunities (✓) to encourage women to participate in all sporting codes (✓).
- The government regards sport as a nation- building tool (✓) and therefore encourages all citizens to take part (✓) and in this way more women are encouraged to participate in sporting activities (✓).
- The government and sporting bodies have introduced many policies aimed at getting the nation to play (✓) to encourage participation among everyone, including previously disadvantaged groups, like women (✓) and in this way more and more women are supported by these policies and are encouraged to participate (✓).

(3x3) (9)

[15]

❖ INFORMAL ASSESSMENT 8: PARAGRAPH WRITING

QUESTION 8: Write paragraphs on the media in South Africa in which you:

Explain THREE ways in which truthful investigative journalism contributes to our democratic society.

Possible responses could be:

- They create awareness in society about real situations and issues (✓). They help to keep the public informed about current affairs and current issues that are not always investigated by other types of reporting. (✓)
- They become a voice for the people so that issues can openly be discussed (✓) and thereby ensure transparency (✓)
- They act as a watchdog (✓) and address people directly about their actions and thereby ensure accountability (✓).
- They influence relevant authorities to expose unfair acts or corruption (✓) so that they can be dealt with (✓).
- They create a platform for people / parties (✓) so that information is accessible to all and issues can be debated openly (✓)
- They make people aware of their rights and responsibilities (✓) so people are able to exercise those rights according to the Bill of Rights (✓).

(3x2) (3)

“The limitation to freedom of expression is applied when it threatens national security, justice or the personal safety of an individual.” Critically discuss THREE ways in which this limitation protects the citizens in a democratic South Africa.

Possible responses could be:

- The media may not reflect hate (media may not promote hate speech) (✓). This limitation is needed to protect the people in a democracy and to avoid conflict among the different groups of society (✓) in order to promote diversity and tolerance as it is important in democracy (✓).

- The media may not use propaganda to promote war (✓). This limitation will not encourage war (✓) but rather foster peace in our democracy (✓).
- The media may not encourage violence (✓). This limitation encourages respect for diversity (✓) and promote tolerance amongst citizens (✓).
- The media may not advocate hatred that is based on race, ethnicity, gender or religion (✓). This limitation protects South African citizens from false or unjustifiable attacks on their attacks on their reputation and dignity. (✓) It will also prevent violations of one's religious convictions for feelings. (✓)
- The media may not incite harm (✓). This limitation will discourage citizens from taking part in violent acts, riots or illegal strikes (✓) which could lead to people being injured or property being destroyed (✓).
- The media may not report untruthfully (✓) this ensures that people and organisations reputations are protected (✓) and they are not slandered (lied about) (✓).
- The media may not expose children to inappropriate, indecent or offensive material (✓). This limitation protects minors (✓) from material that may be harmful to them (✓).
- The media may not jeopardise national security (✓) this limitation ensures that citizens are protected (✓) and do not come to harm and are kept safe which is in the Bill of Rights (✓).

(3x3) (9)

[15]

❖ INFORMAL ASSESSMENT 9: CARTOON

QUESTION 9: Write in full sentences

9.1 Define the term "human rights abuse" and give ONE example of such an abuse.

It refers to violation of the basic rights of people(✓) by treating them wrongly; hurting, disrespecting or acting against someone's rights(✓) .

Examples

- Killing or ill- treating foreigners (✓)
- No access to housing. (✓)
- No access to education (✓)
- Not treated with dignity (✓)

(2+1) (3)

9.2 Explain the following TWO concepts:

(a) Racism - Prejudice or discrimination (✓) directed against someone of a different race. (✓)

(b) Religious intolerance - unwillingness to recognise a person's religious beliefs, opinions and practices, (✓) viewing your religion as the only correct one (✓).

(2x2) (4)

9.3 Discuss TWO strategies that can be applied to ensure the success of anti-xenophobia campaigns

Possible responses could be:

- Local people, victims and perpetrators should share their experiences (✓) and come up with strategies to overcome the challenges facing the society (✓).
- The police, churches and other stakeholders should be involved in developing strategies (✓) and prioritise them to ensure active participation of all in the implementation of such strategies (✓).

(2x2) (4)

9.4 Assess how an anti-Xenophobia campaign can equip the youth with regard to engaging in societal issues. Give TWO answers.

Possible responses could be: The campaign.....

- Allows them to come face to face with their real-life experiences (✓), thus building confidence and developing coping skills (✓).
- Creates awareness by exposing human rights violations (✓), thus equipped with knowledge and skills on how to protect themselves from such violations. (✓)

(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 10: CARTOON

QUESTION 10: Study the cartoon and answer the questions that follow.

Write an essay on the extent to which media reporting reflects a democratic South Africa in which you include the following:

Analyse THREE ways in which the cartoon reflects freedom of the press.

Possible responses could be:

- It does reflect freedom of the press (✓) because the cartoonist was allowed to express a critical view (✓).
- The cartoon illustrates freedom of the media (✓) to debate and educate on issues arising in the community/ country (✓).
- It allows the media freedom to criticise and make people aware through humour (✓) of what is happening in the community/country (✓).
- It allows the media to publish newspapers, magazines, and other printed matter (✓) without government restriction and subject only to the laws of libel (✓).

(3x2) (6)

Critically evaluate THREE roles of the media in a democratic society.

Possible responses could be:

- The primary role of media is to inform and educate the general public about domestic and international political developments (✓) but the state of media currently in our country is far from ideal, (✓) which is reflected in the TV news

programme or newspaper as well as the processes involved in making the product including editorial policy, government censorship, advertiser pressure, etc. (✓) .

- The mass media is expected to serve as a nonconforming voice against excesses of power, (✓) but instead of the media framework being set by democratic mechanisms from the bottom-up, (✓) we actually have a system that is directed by corporate and political interests (✓).
- The role of the media is to inform democratic choices through the clarification of complex issues, particularly in an age when information is the driving force of economic advancement and international events impact on people's daily lives as never before(✓) but the media sometimes misinform and publish inaccurate versions of events(✓) and failed to put the events in the true context or situation (✓).
- The role of the media is to provide political information that can inform voters, (✓) however political news is often more focused on the scandalous private lives of politicians (✓) instead about politicians' work and their positive contribution (✓).

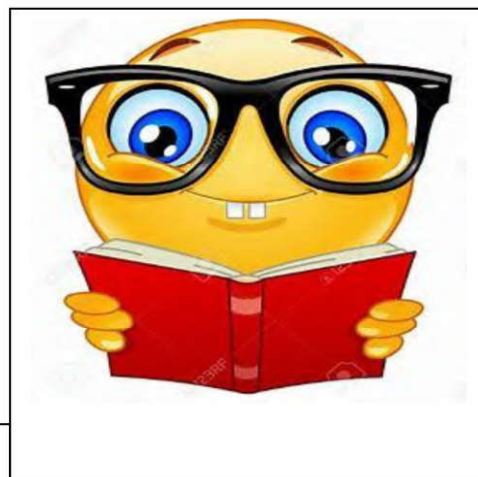
(3x3) (9)

[15]





TERM 3



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Development of the self in society

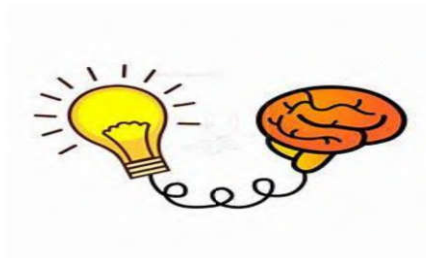
- **Human factors that cause ill-health, accidents, crises and disasters**

Bad life style choices such as smoking, drinking, use and abuse of drugs can cause ill-health. Driving under the influence of drug or alcohol can lead to accidents. People can cause crises by stealing copper cables and trains will not run whilst sports fans that push into stadiums can cause a disaster.

Psychological, social, religious, cultural practices and different knowledge practices can also cause ill-health.

- **Concepts**

<i>KEY CONCEPTS</i>	<i>EXPLANATION</i>
Human factors	Human and individual characteristics, that influence behaviour affecting health and safety e.g. low self-esteem resulting in risky behaviour,
Environmental factors	Issues in our surroundings, the natural world that contribute to ill health, accidents, disasters and crises such as floods, extreme temperatures
Lifestyle diseases	Illnesses linked to the way we live that can be prevented by change in nutrition, environment and your general lifestyle.
Natural disasters	A sudden accident or natural catastrophe that causes great damage or loss of life such as fires, floods, tsunamis and earth quakes.
Hazard	Danger, risks or a threat that is usually caused by man, such as pollution, toxic waste, deforestation etc.
Ill-health	Illness, sickness or a medical condition that makes you unwell that can be prevented or avoided.
Accidents	Mishaps / misfortunes which happen when unexpected or unplanned.
Crises	Emergency situations that cause great distress and upheaval, sudden change or disruption.
Disasters	Tragedies, events that cause adversity, devastation, damage or destruction.



- **Psychological factors**

- Issues which involve the mental and emotional aspects of being human; as the body and mind interact closely, some psychological factors can cause illness and sometimes illness has psychological effects.

- Psychosomatic illness is a sickness that involves both body and mind. It may start with emotional stress, but can become physical e.g. stress can lead to stroke. This illness is real and needs to be treated.
- Some examples of psychological factors that cause ill-health are negative self-image or low self-esteem which may result in risky behaviour and unsafe sexual behaviour which in turn could lead to sexually transmitted diseases (STIs) such as HIV and AIDS.
- **Social factors**
 - Issues which involve people, the community and the public; how people behave towards each other and the social conditions they live in, can affect their health and make them ill.
 - For example, peer pressure may result in poor decision-making, overcrowding and poverty increase the risk of ill-health and accidents, limited or no access to clean water and good sanitation can lead to disease and insufficient or poor-quality food leads to nutritional deficiencies.
- **Religious factors**
 - Issues on religion and belief-system which may help to heal people but possibly cause ill-health.
 - For example, some religion may prevent people from taking medicine or having a blood transfusion which may lead to serious illness / death while others believe only their god can cure them, refusing medical treatment of any form.
 - In other religions various potions and medicines are mixed and given to sick people, these are not scientifically tested or may have a negative impact on the other medicine that the person is already taking and may not be good for their health e.g. taking herbal medicine together with the prescribed antibiotics can revoke its effect thus causing serious illness.
 - Religions and belief that promote sharing of a communal cup, passed from one person to another can also cause illness e.g. flu, mouth sores to spread.
 - Belief in bogus (not genuine) faith healers who purport/claim to have the power to heal may result in one becoming more ill or death since they do not get the treatment needed.
 - Wars fought over religion have led to disaster; terrorist attacks by religious extremist have caused great distress and tragedy for many innocent victims.
- **Cultural practices**
 - There are some cultural influences or practices that are damaging and cause ill-health although there are many cultures which are beneficial, helpful and healing.
 - Harmful cultural practices which are often aimed at benefiting males and cause harm to females; female genital mutilation and cutting, practice of early marriage, wife inheritance / unkungena, arranged marriage and polygamous marriages place women at higher risk of abuse, HIV and other STIs.
 - Other examples of harmful cultural practices include male child preference where female foetuses are being aborted or female babies being killed at

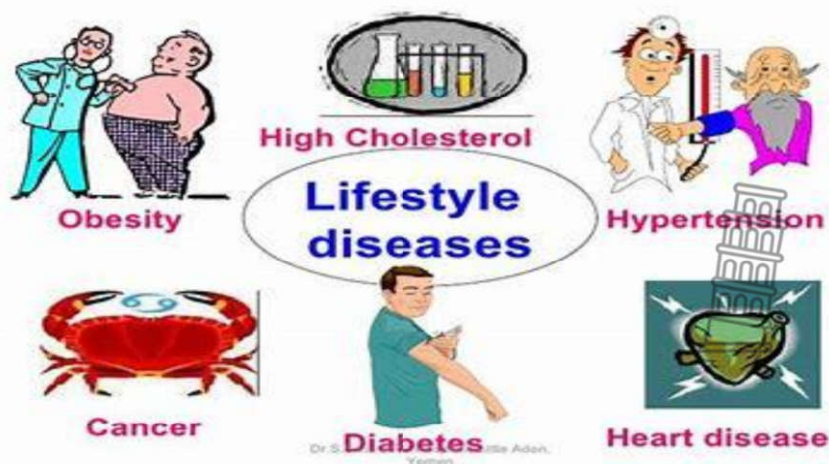
- birth or neglect of female children, circumcision performed by untrained or careless people who do not take enough care to prevent infection,
- Culture of silence where it is taboo to speak about sex, relationships and matters of reproductive health leads to misinformation, myths and lack of knowledge, and stop people from visiting the clinic for treatment that can save their lives.
- In some cultures there are nutritional taboos; some food may not be eaten by pregnant mothers and their babies that has harmful effect because they are not getting all the nutrients.

○ **Different knowledge perspective**

- This is the viewpoint or outlook one has e.g. facts and information can be seen from a particular viewpoint, outlook or angle; different people have different ways of understanding and knowing about things.
- For example, people may say it is healthy to fast or not eat for three days while another will say it is harmful to our body or a person may say eating meat is healthy others will say they do not like meat. Similarly, somebody thinks that bottled water is healthier than tap water, but another may say tap water is healthier than bottled water.

● **Lifestyle diseases**

- **Lifestyle diseases** are diseases linked with the way people live their life and the result of an unhealthy lifestyle; lack of physical activity, unhealthy eating, alcohol, drugs, smoking and as a result of poverty and gender imbalances that are preventable.
 - Diseases that mostly have an effect on our lifestyle are cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS.
 - The lifestyles of people who live in poverty includes increase deprivation, lack of access in medical care and ability to get help needed, loss of hope and increased stress.
 - Some examples of lifestyle diseases include: cancer, hepatitis B, hypertension, diseases of the heart and circulatory system, tuberculosis, and STIs (Sexually transmitted infections, including HIV/AIDS)



○ Concepts

KEY CONCEPTS	EXPLANATION
Cancer	These are a range of diseases in which abnormal cells increase and spread out of control.
Hepatitis B	A kind of liver infection which can lead to liver disease and liver cancer
Hypertension	An illness where the blood pressure in the arteries is constantly high.
Circulatory system diseases	Abnormalities of the heart and vessel system
Cardiovascular diseases	Group of diseases that involved the heart, blood vessels, arteries and veins.
Tuberculosis	An infectious disease caused by bacterium which spread through airborne and infectious droplets.
Sexually Transmitted Diseases	Diseases which are spread from person to person during sexual intercourse
Poverty	Lack of money to provide for one's basic needs.
Gender roles	The different roles and responsibilities assigned to men and women respectively by society.

● **Cancers**

- South Africa has the highest risk of cancer in the world.
- Cervical cancer in women affects as many as 1 In 34 South African women and appears while they are still young with weak immune system. It is a slow growing cancer that may not have symptoms but can be detected through screening.
- Lung cancer is a tumour in the lungs caused primarily by smoking tobacco and exposure to asbestos, environmental tobacco smoke, and exposures to other
- Prostate cancer starts in the male prostate gland (small gland which is part of the male reproductive organ).

● **Hepatitis B**

- The most common serious liver infection in the world.
- Having chronic hepatitis B increases one's risk of developing liver failure, liver cancer or cirrhosis — a condition that permanently scars the liver.
- Spread when people come in contact with the blood, open sores, or body fluids of someone who has the hepatitis B virus.

● **Hypertension**

- Refers to 'silent killer' because people are not aware that they are sufferers.
- Some contributory lifestyle factors include: poor diet, poverty, stressful lifestyle, lack education and difficulty in accessing medical care.

● **Tuberculosis**

- Leading cause of death in South Africa and most common in conditions of poverty and over-crowding.
- Pulmonary or lung TB is the most widespread and contagious form of active TB although TB can occur in almost any part of the body e.g. bones

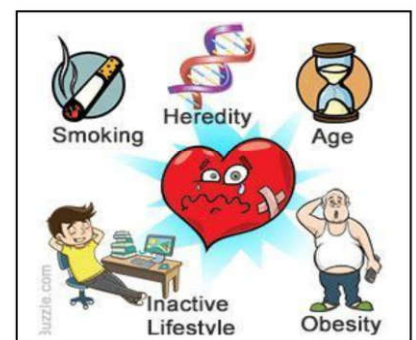
- People living with HIV are at a higher risk of developing TB because their immune systems cannot resist the TB bacteria.
- **Sexually Transmitted Infections**
 - More than 1 million sexually transmitted infections (STIs) are acquired every day worldwide.
 - Some high level sexually transmitted infections like syphilis, gonorrhoea and HIV in South Africa partly are the result of poverty e.g. women have fewer choices, low status of women e.g. no say in the relationship and violence and abuse against women e.g. women in abusive relationships cannot negotiate safer sex.
- **Diseases of the heart and circulatory system**
 - The leading contributory condition to circulatory system disease is hypertension.
 - Some other examples include heart diseases and stroke.
 - The number one cause of death globally
 - Seriously affect low-and middle-income groups and occur equally in men and women.
- **Lifestyle diseases as a result of poverty and gender imbalances**
 - **Poverty**
 - The main diseases of poverty are TB, HIV and AIDS and malnutrition. People who live in poverty are also at a greater risk of lifestyle diseases, because of fewer choices and lack money to access health care e.g. may not have money for transport to get to a clinic, buy medicines, or cannot afford to take time off from work to get medical care and rest.
 - Poverty also results in:
 - poor sanitation and lack of water in the community can lead to diseases.
 - food insecurity; people have no access to enough food or healthy food. The lack of balanced and nutritious meals weaken the immune system, this results in people being put at risk of infections and diseases.
 - overcrowding due to lack of adequate housing results in poor ventilation causing TB to spread easily.
 - people suffering from hypertension due to stress cannot get medication, that worsens their condition.
 - lack of access to safe sources of energy; women walk long distances to gather firewood. This collection of wood increases the risk of being attacked and sexual assault, often leading to STIs including HIV.
 - women being forced to engage in sex for money to survive are also at high risk of getting STIs and passing them on.
 - **Gender imbalances**
 - Gender imbalance are a result of the continuous oppression of one group by another based on gender, it manifests itself differently according to race, culture, politics, country, and economic situation.

- It is a causal factor of violence against women. While gender discrimination happens to both men and women in individual situations, discrimination against women is prevalent (wide spread) in South Africa and the whole world.
- Gender imbalances or inequalities affect the health of both men and women but discrimination against women e.g. unequal power relations, can prevent women from getting the health care they need and from living a healthy life.
- Men and women have different patterns of ill-health because of:
 - differences in biological make up
 - women's reproductive function
 - different gender roles

- **Lifestyle diseases: contributing factors and intervention strategies**

- **Contributing factors to life style diseases**

- Eating habits; bad eating habits and an unbalanced diet cause ill-health e.g. overweight or obese.
- Lack of exercise is associated with various illnesses such as obesity, heart disease and general lack of well-being.
- Smoking/Tobacco use is responsible to 80% of a lung cancer deaths.
 - Linked to reduce fertility in women, risk of miscarriage, early birth and still birth.
 - Pneumonia and asthma are aggravated by smoking
 - Causes poor blood flow to the arm and legs.
- Substance abuse
 - Studies show smoking of marijuana is linked to mental illness including depression and anxiety.
 - Lowers immune system making one more vulnerable to illness and disease.
- Unsafe sexual behaviours
 - Early sexual intercourse among women (before the age of 18) and with many sexual partners have a higher risk in developing cervical cancer.
 - STIs like HIV and AIDS are a result of unsafe sexual behaviour.



- **Intervention strategies**

- **Prevention**

The best way to prevent or lower the risk of lifestyle disease is to:

- Avoid
 - Avoid the bad habits and behaviours that contribute to lifestyle diseases e.g. avoid lot of sugar and salt, avoid all tobacco products, etc.

- Abstain: The best way to prevent STIs is to abstain (restrain oneself from doing or enjoying something) from sexual intercourse or use condom properly every time you have sex.
- To prevent lung cancer abstain from smoking.



- **Adapt**

- One may lower the risk of cancer by adapting (getting used to) your diet e.g. low meat intake or becoming a vegetarian, high in omega-3 fatty acids; fish is a rich source of omega-3, etc.

○ **Intervention**

- Protect people from tobacco smoke, banning smoking in public area, raising taxes on tobacco and warnings about the danger of tobacco use.
- Educating people about healthy lifestyle, STIs including HIV, early detection, regular screening and visits to the clinic,
- Promoting testing for HIV
- Community awareness about nutrition and promoting backyard garden.
- Limiting access to alcohol, banning alcohol advertisement and raising taxes on alcohol
- Reducing salt intake and salt content food
- Replacing trans-fat in food with polyunsaturated fat.



Control and Management

- If you control something, it means you manage it so that it does not become a crisis or disaster. For example:
- To avoid getting or to control the spread of TB you can -
 - open the windows and let fresh air come into your home
 - help and encourage people to follow the treatment instructions and take their medication.
- To prevent heart attack or stroke if you have hypertension you can-
 - eat healthy e.g. less salt, less fats, etc.
 - do regular physical exercise
 - lose weight
 - stop smoking
 - deal with your stress applying relaxation techniques.

○ **Early Detection**

The earlier a disease is detected, the more likely it can be cured or managed properly. Early management can save life; prevent or delay serious complications.

- Screening test can be done to detect health problems even before symptoms happen; medical examinations and self-examination.
- For example, although hypertension is a chronic disease for which there is no cure, the earlier it is detected, the better the management will be.

- Another example is cancer where there is good success rate of survival, with early detection.
- HIV testing can lead to early treatment of those who are infected and may prevent them from spreading the disease to others.

○ **Treatment**

Treatment is medical care e.g. surgery, medication and chemotherapy that deals with disease so that someone can feel better or become healthy again. The aim of treatment is to cure the disease, reduce or ease the symptoms.

- **Lifestyle changes**; changing diet, exercise, and taking part activities to reduce stress are recommended in combination with **medication** as treatment
- It is important that people have access to treatment and continue taking their treatment because if the course of medication is interrupted e.g. **medication for TB and HIV**, they can develop resistance to drugs (decrease in effectiveness of medication) and cannot be treated with the said medication.

○ **Care and Support**

People who get the correct care and support continue their treatment programme.

- Clinic sisters, social workers, psychologists and community support groups form part of care and support programme. Patients needs are assessed and a care plan is created; education about the disease and referral to the right services and support group.
- Family forms the first line of defence in terms of care and support.
- Organisations are also involved in care and support e.g. South African National AIDS Council – testing and treatment.

● **Commitment to participate in physical activities for long-term engagement**

○ Long-term effects of participation

Committing to long-term participation in physical exercise helps prevent lifestyle diseases and has mental, emotional and social benefits.



• The physical, mental, social and emotional effects of long-term participation

Physical benefits (keeps your body healthy and strong)	Mental benefits (helps to keep your mind alert)	Social benefits (helps you to make friends and feel part of a group; contributes to nation-building)	Emotional benefits (helps you feel good about yourself and to cope with your stress and negative feelings)
<ul style="list-style-type: none"> ○ Prevention of chronic diseases ○ Weight management ○ Stronger bones, joints and muscles ○ Protection from osteoporosis (bone disease) ○ Better sleep habits and patterns ○ Reduced risk of heart attack and stroke ○ Increased protection from viral diseases ○ Prevention of diabetes ○ Prevention of cancers ○ Improved general health and fitness ○ Strong immune system ○ Improve ability to function in daily activities 	<ul style="list-style-type: none"> ○ Improved thinking, learning and judgement skills ○ Clears the mind ○ Helps to prevent mental diseases ○ Prevents negative thinking ○ Reduce stress ○ Growth of new brain cells in the areas of the brain responsible for memory and learning ○ A sense of well-being and achievement 	<ul style="list-style-type: none"> ○ Meeting people and making friends ○ Helps to integrate in a new situation ○ Prevents loneliness ○ Promotes social support ○ Decreases absenteeism at school/work ○ Improves teamwork and leadership skills ○ Promotes a spirit of co-operation ○ A sense of belonging 	<ul style="list-style-type: none"> ○ Increased chemicals in the brain that make you feel happy and relaxed ○ Feelings of self-worth improve ○ Improved the mood; laughing and keep you happy ○ Feel good about yourself ○ Prevents depression ○ Prevents stress ○ Improves physical appearance which enhances self-esteem and increases confidence

HOW EXERCISE CAN BOOST BRAIN FUNCTION.

Studies show that making time for exercise can benefit mental health, relationships and lead to a healthier and happier life overall.

○ **Reduce Stress**

One of the most common mental benefits of exercise is stress relief. Working up a sweat can help manage physical and mental stress. Exercise also increases concentration of **norepinephrine**, a chemical that can moderate the brain's response to stress. So, go ahead and get sweaty -- working out can reduce stress and boosts the body's ability to deal with existing mental tension. Win-win!

- **Boost Happy Chemicals**
Exercise releases endorphins, which create feelings of happiness and euphoria. Studies have shown that exercise can even alleviate symptoms of depression. For this reason, doctors recommend that people suffering from depression or anxiety (or those who are just feeling blue) to exercise frequently. From working out for just 30 minutes a few times a week can instantly boost overall mood.
- **Improve Self-Confidence**
On a very basic level, physical fitness can boost self-esteem and improve positive self-image. Regardless of weight, size, gender or age, exercise can quickly elevate a person's perception of his or her attractiveness, that is, self-worth. Exercising in the great outdoors can increase self-esteem even more plus, all that Vitamin D acquired from soaking up the sun (while wearing sunscreen, of course!) can lessen the likelihood of experiencing depressive symptoms.
- **Alleviate Anxiety**
The warm and fuzzy chemicals that are released during and after exercise can help people with anxiety to calm down.
- **Boost Brainpower**
Various studies have shown that cardiovascular exercise can create new brain cells and improve overall brain performance. Studies also suggest that a tough workout increases levels of a brain-derived protein in the body, believed to help with decision making, higher thinking and learning.
- **Sharpen Memory**
Regular physical activity boosts memory and ability to learn new things. Getting sweaty increases production of cells responsible for memory and learning. For this reason, research has linked children's brain development with level of physical fitness. A study showed that running sprints improved vocabulary retention also.
- **Help Control Addiction**
Exercise can help in addiction recovery. Short exercise sessions effectively distract drug or alcohol addicts, making them de-prioritize cravings (at least in the short term). Working out when on the wagon has other benefits, too. Alcohol abuse disrupts many body processes, including daily tempos. As a result, alcoholics find they can't fall asleep (or stay asleep) without drinking. Exercise can help reboot the body clock, helping people hit the hay at the right time.
- **Increase Relaxation**
For some, a moderate workout can be the equivalent of a sleeping pill, even for people with insomnia. Moving around five to six hours before bedtime raises the body's core temperature. When the body temp drops back to normal a few hours later, it signals the body that it's time to sleep.
- **Get More Done**
Feeling uninspired? The solution might be just a short walk or jog away. Research shows that those who take time for exercise on a regular basis are more productive and have more energy than their more sedentary peers.

- **Tap into Creativity**

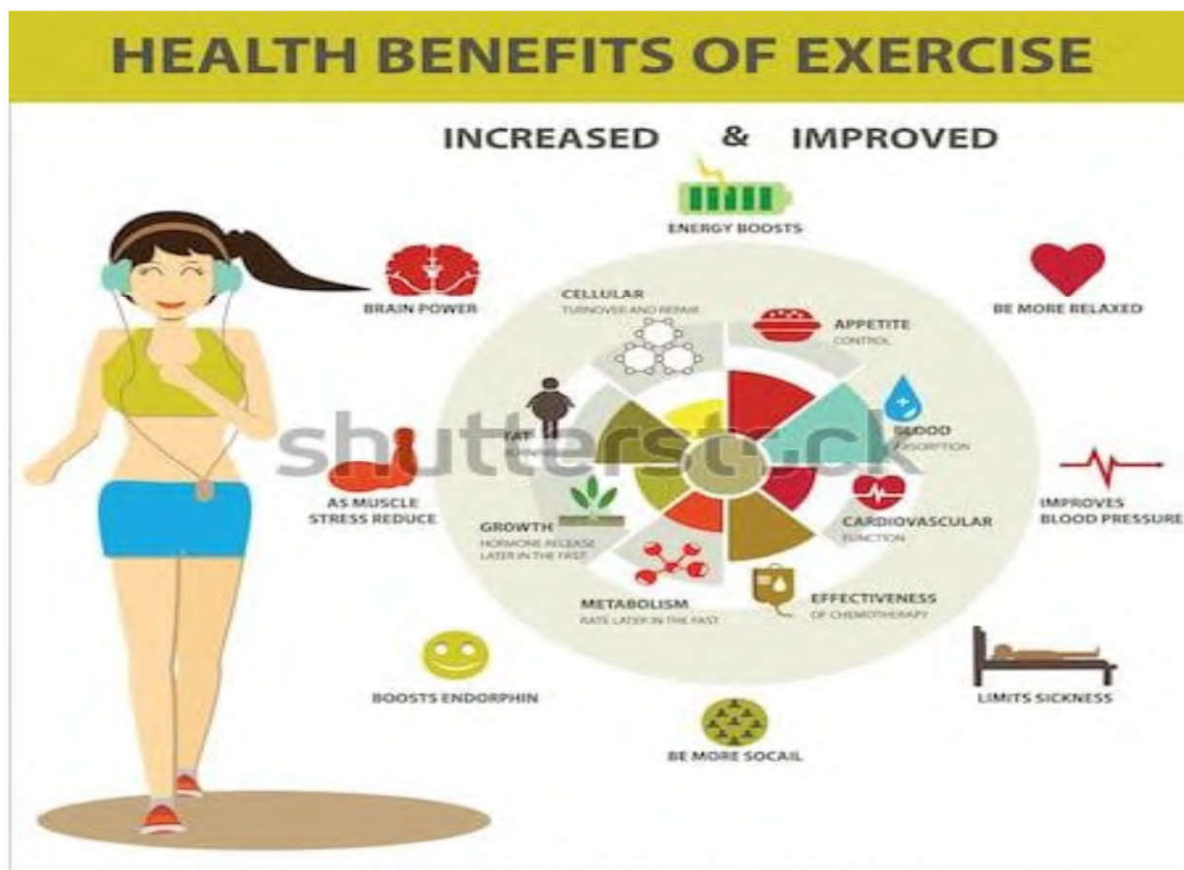
A heart-pumping activity can boost creativity for up to two hours afterwards. Supercharge post-workout inspiration by exercising outdoors and interacting with nature. Next time you need a burst of creative thinking, hit the trails for a long walk or run to refresh the body and the brain at the same time.

- **Inspire Others**

Whether it's a pick-up game of soccer or just a run with a friend, exercise rarely happens in a bubble. And that's good news for all of us. Even fitness beginners can inspire each other to push harder during a sweat session, so find a workout buddy and get moving!

Working out can have positive effects gaining self-confidence, getting out of a funk, and even thinking smarter are some of the motivations to take time for exercise on a regular basis.

Source: Adopted from https://www.huffpost.com/entry/mental-health-benefits-exercise_n_2956099



Careers and career choices

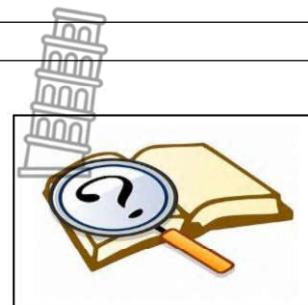
- **Core elements of a job contract: worker rights and obligations; conditions of service**


- **Concepts**

KEY CONCEPTS	EXPLANATION
Employment contract	A voluntary agreement between two parties in terms of which one party (the employee) places his or her personal services or labour potential at the disposal and under the control of the other party (the employer) in exchange for some form of remuneration which may include money and/or payments in kind. Also refer to contract of employment is a kind of contract used in labour law to attribute rights and responsibilities between parties
Act	Law or piece of legislation
Obligations	Refers to duties and responsibilities; things you must do because these are the law, you have promised to them, or they are morally right.
Conditions of service	Sets out the duties, responsibilities, hours of work, salary, leave and other privileges to be enjoyed by person employed.
Affirmative Action	Action taken to favour people who were discriminated in the work environment in the past.
Equity	Refers to fairness; equal opportunity and fair treatment in the workplace by eliminating unfair discrimination in any employment policy or practice.
Redress	A way to correct or fix something that is wrong or unfair.; correct or fix injustice experience by groups who have been disadvantaged in the past by developing skills of those who did not have the opportunities or making right what is wrong.
Principle	A basic idea or rule that explains or controls how something happens or works.
Designated groups	People from a certain group; black people, women and people with disabilities
Recruitment e-recruitment	Finding suitable people for a particular job. Recruitment on line.
Collective bargaining	People/workers negotiating as a group.
Dismissal	Being fired/expelled from the job.

- **Labour Laws**

Over the past few years, the labour laws have changed; replaced with new versions. Here's all you need to know about this Act.



LEGISLATION	EXPLANATION
The Labour Relation Act (LRA) 	<ul style="list-style-type: none"> ○ Addresses trade union matters, collective bargaining, dismissal and labour disputes resolution. ○ Addresses unfair labour practices and provide key requirements for a fair dismissal ○ Gives code of good practice; guidelines to deal with issues such as HIV and AIDS, sexual harassment cases and trade union and employer organisation registration
The Employment Equity Act (EEA)	<ul style="list-style-type: none"> ○ Focuses on the removal of unfair workplace discrimination ○ Applies affirmative action <ul style="list-style-type: none"> - According to the Act, it is not unfair discrimination to promote affirmative action consistent with the Act or to prefer or exclude any person on the basis of inherent job requirements.
Basic Conditions of Employment Act	<ul style="list-style-type: none"> ○ Controls and standardise the basic conditions of employment ○ Covers the basic terms of employment

❖ SUMMARY: LABOUR RELATIONS ACT (LLRC)

Objects of the Act:

The Labour Relations Act aims: **to promote economic development, social justice, labour peace and democracy in the workplace.**

It sets out to achieve this by fulfilling the primary objectives of the Act, which are:

- To give effect to and regulate the fundamental rights conferred by section 27 of the Constitution, including the right to fair labour practice, to form and join trade unions and employer's organisations, to organise and bargain collectively, and to strike and lock out.
- To provide a framework for regulating the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. At the same time it also encourages employers and employees to regulate relations between themselves.
- To promote orderly collective bargaining, collective bargaining at sectoral level, employee participation in decision-making in the workplace and the effective resolution of labour disputes.

Key Provisions:

Joining Organisations. [Chapter 2]

Strong trade unions and employer's organizations are necessary for effective collective bargaining. Collective bargaining is an important way of regulating industrial relations and of determining employees' wages and benefits.

In the past trade unions struggled to secure organizational rights (such as permission to enter a workplace or conduct union meetings there). This was a major hamstring for trade unions as this right is essential for building the capacity of trade unions to enable them to bargain more effectively.

The Act therefore sets out to strengthen trade union organisation by supporting freedom of association rights, which enable employees and job seekers to participate freely in union activities, and by supporting organisational rights, which makes it easier for unions to organise employees.

The Act also makes sure that no obstacles exist that will prevent employers to join employers' organisations.

Even though employers' organizations do not have to register with the Department of Labour, they are advised to do so. If they do not register, there is no guarantee for members that there will be a proper constitution or control over finances. Registration provides some check on abuse, corruption and unconstitutional practices such as racism. It also affords certain rights to unions such as the right to participate in forming a federation of trade unions or a federation of employers' organizations and the right to conclude collective agreements.

If there is a dispute about the interpretation or application of any of the provisions in this chapter, then the party who alleges that a right has been infringed must prove the facts of the conduct. The burden then shifts to the party who engaged in that conduct to prove that the conduct did not infringe any provision of the chapter.

Organizing and Collective Bargaining [Chapter 3]

The Act provides for the following organizational rights:

* *Trade union access to a workplace.*

This includes the right of unions to enter an employer's premises to recruit or meet members, hold meetings with employees outside their working hours and conduct elections or ballots among its members on union matters.

* *Deductions from employees' wages of trade union subscriptions by the employer for the trade union.*

* *Election of trade union representatives at a workplace.*

The more members the trade union has, the more representatives it can elect. These representatives can assist and represent employees in grievance and disciplinary proceedings, monitor the employer's compliance with labour laws, etc.

* *Leave for trade union activities during working hours.*

Union representatives are entitled to reasonable time off with pay during working hours to perform their functions as union representatives, or receive training in the functions of union representatives.

Strikes and lock-outs. [Chapter 4]

The Act grants employees the right to strike. It also grants employers recourse to lock out employees. Some of the issues over which a strike or lock-out might be held are wage increases, a demand to establish or join a bargaining council, a demand for organizational rights, etc.

Strikes can be either protected or unprotected. If a trade union wants to embark on a protected strike, then certain requirements have to be met. One of the most important requirements is that the trade union must give the employer at least 48 hours' notice of its intention to embark on a strike action. If the employer is the State, then 7 days' notice is required.

Once a strike is protected employees may not be dismissed for going on strike, they may not get a court interdict to stop the strike, employees do not commit breach of contract by going on strike and employers may not institute civil proceedings against employees on strike.



Participation in workplace decision-making. [Chapter 3]

The Act provides three options for promoting centralised collective bargaining, i.e.:

*** *Collective agreements***

Employers and a trade union can negotiate a collective agreement, providing for joint negotiations. The terms and conditions of the collective agreement will then apply only to the parties to the agreement and its members.

*** *Bargaining Councils***

May negotiate agreements on a range of issues, including wages and conditions of work, benefits, training schemes, and disciplinary and grievance procedures. Council agreements may be extended to all employers and employees in the council's registered scope of representivity, as long as certain requirements are met.

*** *Statutory Council***

Is a weaker version of a bargaining council. While the parties to a statutory council can draw up agreements on wages and working conditions, these agreements cannot be extended to employers and employees outside the council. However, agreements on training schemes, provident or pension funds, medical schemes and similar benefit schemes can be extended by the minister to cover all employers and employees in that sector.

Registering and managing organizations. [Chapter 6]

Provision of workplace forums is a major innovation in the Act. These forums are committees of employees elected by employees in a workplace. They will meet employers on a regular basis for consultation on workplace issues.

The general functions of workplace forums are to promote the interests of all employees (not just those of trade union members), to enhance efficiency in the workplace, to be consulted by the employer on certain matters and to participate in joint decision-making on other matters.

Settling disputes. [Chapter 7]

The Act fundamentally changes dispute resolution institutions and procedures. Procedures are planned to be simple and efficient. The Act promotes private procedures negotiated between parties for the resolution of disputes.

It establishes an independent body, the Commission for Conciliation, Mediation and Arbitration (CCMA), which will actively seek to resolve disputes through conciliation and arbitration. It also establishes new courts, namely the Labour and Labour Appeal court, which are the only courts which can hear and decide labour disputes arising from 11 November 1996, and which have more authority and power than the previous courts.

Unfair treatment in the workplace. [Chapter 8]

The Act provides for the regulation of unfair treatment in the workplace via a provision on unfair labour practices. In terms of the Act the following treatments amount to unfair labour practice, i.e.:

- * Discrimination against employees or applicants for employment.
- * Discrimination based on any arbitrary reason, e.g. race, gender, sex, etc.

Discrimination can be either direct (e.g. employer refuses to pay a woman doing the same job as a man the same wage just because she is a woman. It can also occur in an indirect manner, (e.g. employer rules that employees who are absent from work for longer than 30 days in a year will not get a bonus).

Treatment will however not amount to an unfair labour practice where the employer applies an affirmative action policy or where he discriminated on the ground of the inherent requirements of a particular job.

Discipline and Dismissals. [Chapter 9]

The Act provides three grounds on which an employer may dismiss an employee, i.e. where the employee is guilty of misconduct, for incapacity and for operational reasons (retrenchment).

Dismissal must however be the last resort for an employer. In order for a dismissal to be valid, it has to be fair both in terms of substance and procedure. In other words, the dismissal must be for a substantive reason such as breaking a rule of conduct in the workplace where the rule was valid and reasonable, the employee knew about the rule, the employer applied the rule consistently and dismissal is the appropriate step to take against the employee.

Even if there are very good substantive reasons for a dismissal, an employer must follow a fair procedure before dismissing the employee. This requires the employer to conduct an investigation into the alleged misconduct. The employer must inform the employee of the investigation, the union should be consulted before the inquiry commences, the employee should be given adequate time to prepare his or her response to allegations levelled against him or her and the employee has the right to be assisted by a shop steward or other employee.

An employee, who feels that he or she has been unfairly dismissed, can lodge a complaint with the Commission on Conciliation, Mediation and Arbitration (CCMA). If a dispute remains unresolved, the employee may refer it to arbitration where it concerns misconduct or incapacity or to the Labour Court where it concerns retrenchment. The employee only has to prove the dismissal and then the onus shifts to the employer to prove that the dismissal was for a fair reason.

The Commission or Labour court can either order reinstatement of the employee, pay from the date of dismissal until the last day of the court or arbitration proceedings if the dismissal is only procedurally unfair, up to two years' wages for automatically unfair dismissals and a maximum of one years' wages if the unfair dismissal is for misconduct, incapacity and retrenchments.

Obligations imposed by the Act

1. Employer

In terms of the organizational rights of registered trade unions, the employer is obliged to grant to trade union representatives access to its premises in order to recruit members or communicate with members or otherwise serve members' interests. The Act also obliges the employer to grant leave of absence to trade union representatives to carry out the work of the union. Where an employee joins a trade union and authorizes the employer to deduct membership fees, the employer is obliged to make such deductions as soon as possible and must then remit the membership fees to the relevant trade union. The employer is also obliged to disclose to a trade union representative any relevant information that will enable the representative to perform his or her functions effectively. [Chapter 3]

2. In terms of dismissal of employees, the Act obliges the employer to follow a fair procedure. This includes the requirements that the employer should conduct investigations into alleged cases of misconduct, inform the employee of the investigation, consult the union before the inquiry commences, give the employee adequate time to prepare his or her response to allegations levelled against him or her and the informing the employee of his or her to be assisted by a shop steward or other employee [Chapter 9]

Employers are also obliged to keep records of any collective agreements, arbitration awards or wage determinations.

3. Employee

In terms of the registration of trade unions, the Act obliges trade unions to keep proper records of its income, expenditure and liabilities. To this end, financial statements have to be prepared

within six months after the end of each financial year.

4. Registered trade unions are also obliged to keep a list of its members, the minutes of any meetings held and the ballot papers for a period of three years.

They must also provide the Registrar of Labour Relations with financial reports, lists of members, changes of addresses, information on the election of its office bearers etc. [Chapter 6: Part A]

5. Registrar of Labour Relations

The Act makes provision for the appointment of a Registrar of Labour Relations. It obliges the registrar to keep a register of registered trade unions, registered employers' organizations, federations of trade unions, federations of employers' organizations and councils. If a new entry is made or removed from the register, the Registrar must give notice thereof in the Government Gazette within 30 days of the entry or deletion [Chapter 6: Part C].

Source: <http://pmg-assets.s3-website-eu-west-1.amazonaws.com/docs/2000/appendices/000229LRASummary.htm>

❖ Summary: Employment Equity Act

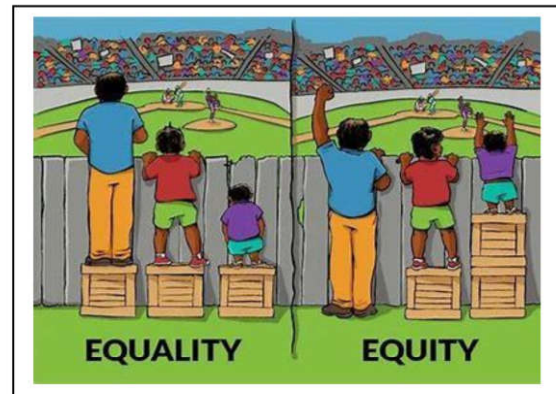
South Africa is one of the most culturally, racially and economically diverse countries in the world. To ensure that everyone enjoys equal opportunity and fair treatment in the workplace, the Employment Equity Act, No 55 of 1998 was enacted into law.

The Employment Equity Act protects you, and your rights, from any form of discrimination by your employer. Here's all you need to know about this Act.

What is the Employment Equity Act?

The Employment Equity Act is the law that promotes equity in the workplace, ensures that all employees receive equal opportunities and that employees are treated fairly by their employers. The law protects you from unfair treatment and any form of discrimination. The law states that your employer can't discriminate against you directly or indirectly through employment policy or practice on the grounds of:

- race,
- gender,
- pregnancy,
- marital status,
- family responsibility,
- ethnic or social origin,
 - colour,
 - sexual orientation,
 - age,
 - disability,
 - religion,
 - HIV status,
 - conscience,
 - belief,
 - political opinion,
 - culture,
 - language, and
 - birth.



The law aims to redress injustices of the past by implementing [affirmative action](#) measures. According to the legislation, it isn't unfair discrimination to promote affirmative action consistent with the Act or to prefer or exclude any person on the basis of an inherent job requirement.

The purpose of the Employment Equity Act

The purpose of the Act is to achieve equity in the workplace, by:

- Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination.
- Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups (A designated group means black people, women, or people with disabilities) to ensure their equitable representation in all occupational categories and levels in the workforce.

- The act applies to all employees and employers, except to the South African National Defence Force, National Intelligence Agency, and South African Secret Services.
- The act also protects employees from unfair medical testing and evaluation, it states:

Medical testing of an employee is permissible only when legislation requires testing or when this is justifiable for various reasons.

HIV testing is prohibited unless such testing is determined to be justifiable by the Labour Court.

Psychological testing and similar assessments are prohibited, unless the test is scientifically valid and reliable, can be applied fairly to all employees, and isn't biased against any employee or group.

Application of the Act

According to the legislation the act applies to:

- a. Chapter II (sections 5 – 11) all employers and employees.
- b. Chapter III (sections 12 – 27) applies to designated employers.
- c. A designated employer means an employer who employs 50 or more employees or has a total annual turnover as reflected in Schedule 4 of the Act, municipalities and organs of state. Employers can also volunteer to become designated employers.
- d. A designated group means black people, women, or people with disabilities.
- e. The South African National Defence Force, National Intelligence Agency, and South African Secret Services are excluded from this Act.

What's the responsibility of the employer to ensure that the EEA is being implemented?

A designated employer must prepare and implement a plan to achieve employment equity, which must:

- have objectives for each year of the plan,
- include affirmative action measures,
- have numerical goals for achieving equitable representation,
- have a timetable for each year,
- have internal monitoring and evaluation procedures, including internal dispute resolution mechanisms, and
- identify persons, including senior managers, to monitor and implement the plan.

What can you do if you were unfairly dismissed or discriminated against?

- An employee, or applicant for employment, may refer a dispute concerning alleged unfair discrimination (or medical or psychological testing) to the CCMA for conciliation. This must be done within 6 months of the alleged discrimination (or testing).
- If a dispute isn't resolved at conciliation, a party may refer it to the Labour Court for adjudication. The parties to a dispute may also agree to refer the dispute to arbitration.

- Unfair dismissal disputes in which unfair discrimination is alleged must be dealt with in terms of the Labour Relations Act. The dismissal must be referred to the CCMA within 30 days.

Source: <https://www.westerncape.gov.za/general-publication/employment-equity-act-summary>

❖ Summary: The Basic Conditions of Employment Act (BCEA) 2020

Department of Labour (National)
(The Government of South Africa)



South African workers and employers enjoy many rights, thanks to the Basic Conditions of Employment Act. From leave days to the termination of your employment and more, here's all you need to know about this Act.

Who does the Act apply to?

The Act applies to all workers and employers **except**:

- members of the National Defense Force,
- National Intelligence Agency,
- South African Secret Service and
- unpaid volunteers working for charities.

Working hours

This section doesn't apply to:

- senior managers (those who can hire, discipline and dismiss workers)
- sales staff who travel
- workers who work less than 24 hours a month
- those doing emergency work are excluded from certain provisions.

Ordinary hours of work

You must not work more than:

- 45 hours in any week.
- 9 hours a day if a worker works 5 days or less a week.
- 8 hours a day if a worker works more than 5 days a week.

Compressed work week

You may agree to work up to 12 hours a day without paid overtime. This agreement must be in writing. When working a compressed working week, workers can't work more than 45 hours a week, 10 hours overtime or 5 days a week.

Averaging

A collective agreement may allow your working hours to be averaged over a period of up to 4 months. Agreeing to this, a worker can't work more than an average of 45 ordinary hours a week and 5 hours of overtime a week. A collective agreement for averaging must be re-negotiated each year.

Overtime

Overtime hours

- If overtime is needed, you must agree to it and may not work for more than 12 hours a day or more than 10 hours overtime a week.

- Please note that a collective agreement can be made to increase this to 15 hours a week, but only for up to 2 months a year.

Pay for overtime

- Overtime must be paid at one-and-a-half (1.5) times of your normal hourly pay rate.
- You and your employer may also agree to paid time off instead of extra pay or a combination of time off and paid overtime.

Meal breaks and rest periods

- You must have a meal break of 60 minutes after 5 hours' work. A written agreement may lower this to 30 minutes and do away with the meal break if you work less than 6 hours a day.
- You must have a daily rest period of 12 continuous hours and a weekly rest period of 36 continuous hours. Unless otherwise agreed, this must include Sundays.

Sunday work

- If you sometimes work on a Sunday, you must get double pay. If you normally work on a Sunday, you must be paid one-and-a-half (1.5) times the normal wage. There may be an agreement for paid time off instead of overtime pay.

Night work

- Night work is unhealthy and can lead to accidents. If you work between 18:00 and 06:00 you must get extra pay (allowance) or be able to work fewer hours for the same amount of money.
- Transport must be available to the workers.
- If you usually work between 11pm and 6am, you must be told of the health and safety risks. You're entitled to regular medical check-ups, paid for by your employer. You must be moved to a day shift if night work develops into a health problem. All medical examinations must be kept confidential.

Public holidays

- You must be paid if you work on a public holiday and you're only allowed to work if you've agreed to do so. You can either get paid double your normal wage or negotiate time off work.

Leave

Annual Leave

- You can take up to 21 continuous days' annual leave or, by agreement, 1 day for every 17 days worked or 1 hour for every 17 hours worked.
- Leave must be taken by no later than 6 months after the end of the annual leave cycle. You can only get paid for any leave outstanding when you leave the job.

Sick Leave

- You can take up to 6 weeks' paid sick leave during a 36-month cycle.
- During the first 6 months of starting at a company, you can take 1 day's paid sick leave for every 26 days you've worked.
- An employer may want a medical certificate before paying you when you're sick for more than 2 days at a time or more than twice in 8 weeks.

Maternity leave

- If you're pregnant, you can take up to 4 continuous months of maternity leave.
- You can start your maternity leave any time from 4 weeks before the expected date of birth or on a date a doctor/midwife says is necessary for your health or that of your unborn child.
- You may work for 6 weeks after the birth of your child unless a doctor or midwife has advised you to.
- A pregnant or breastfeeding female worker isn't allowed to perform work that's dangerous to her or her child.

Your rights as a working breastfeeding mom

- When you return to work from maternity leave, you can ask your manager or supervisor for space where you can breastfeed or express milk.
- According to the Code of Good Practice on the protection of employees during pregnancy and after the birth of a child, arrangements should be made for you to have 2 breaks of 30 minutes per day for breastfeeding or expressing milk. This should be arranged for every working day for the first 6 months of your child's life.
- A toilet isn't a safe or hygienic space to express milk. Try to get a clean and private space for you to express milk or breastfeed.

Paternity leave

- Fathers are entitled to 10 consecutive days unpaid paternity leave. You will have to claim from the Unemployment Insurance Fund (UIF) for those unpaid days.
- This is applicable to fathers who adopt a child under 2 years old. This leave can be taken from the date that the adoption order is given or when the child is placed in the care of the adoptive parents.
- The employer should be notified in writing when the leave will be taken unless you're unable to do so.

NOTE: Please confirm with your Human Resources department if your company has adopted the 10-day paternity leave and the conditions attached to it.

Family responsibility leave

If you're employed full-time for longer than 4 months, you can take 5 days paid family responsibility leave per year when your

- child is born
- child is sick
- or for the death of your spouse or life partner, parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling.

NOTE: An employer may want reasonable proof of the birth, illness or death for which the leave was taken.

Job information and payment

Employers must give new workers information about their job and working conditions in writing. This includes all the terms of conditions of employment and a list of any other related documents.

Minimum wage

- Minimum wage is the lowest wage that an employer should pay to a worker. As from the 1st of January 2019, no worker may be paid below the national minimum wage which is currently set at R20 an hour.
- Your minimum wage is determined by the sector you work in.

Keeping records

Employers must keep a record of at least:

- Your name and job.
- Time worked
- Amount of money earned.
- Date of birth for if you're under 18 years old.

An employer must pay you:

- In South African money/currency/Rands.
- Daily, weekly, every two weeks or monthly.
- In cash, cheque or direct deposit.
- With a payslip.

Each pay slip must include:

- The employer's name and address.
- Your name and job.
- The period of payment
- The amount and purpose of any deduction made from the pay.
- The actual amount paid to you.

The pay slip must also include:

- Ordinary pay rate and overtime pay rate.
- The number of ordinary and overtime hours worked during that period of payment.
- The number of hours worked on a Sunday or public holiday during that period.
- The total number of ordinary and overtime hours worked in the period of averaging if there's an averaging agreement.

Approved deductions

An employer may not deduct any money from your pay, unless:

- You've agreed in writing.
- The deduction is required by law or permitted in terms of a law, collective agreement, court order or arbitration award.

Termination of employment

Notice

You or your employer **must** give notice to end an employment contract of not less than:

- 1 week, if employed for 6 months or less.
- 2 weeks, if employed for more than 6 months but not more than one year.
- 4 weeks, if employed for 1 year or more.
- The notice must be in writing, except for a worker who can't write. If you can't write, you can give verbal notice.



If you live in premises owned by your employer, you **must** be given 1 months' notice to leave or be given another place to live until the contract is lawfully ended.

Even if you're given notice to leave the premises where you're living, you can still challenge the dismissal using the Labour Relations Act or any other law.

Severance pay

An employer must pay you if you're dismissed due to retrenchment or restructuring, at least 1 week's severance pay for every year of continuous service.

You're not entitled to severance pay if you unreasonably refuse other employment with the same employer or with another employer.

Certificate of service

You must be given a certificate of service when you leave a job.

Child labour and forced labour

- It is against the law to employ a child under 15 years old.
- Children under 18 may not do dangerous work or work meant for an adult.
- It is against the law to force someone to work.

Variations of Basic Conditions of Employment

Bargaining Council

A collective agreement concluded by a bargaining council can be different from this law. It however must not:

- Negatively affect workers' health and safety, and family responsibilities.
- Lower annual leave to less than 2 weeks.
- Lower maternity leave in any way.
- Lower sick leave in any way.
- Lower the protection of night workers.
- Allow for any child labour or forced labour.



Other agreements

Collective agreements and individual agreements must follow the Act.

The Minister

The Minister of Labour may decide to vary or exclude a basic condition of employment. Employers or employer organisations can also apply to do this.

Sectoral determinations

Special rules that still abide by this Act can be made for specific sectors to establish basic conditions for workers in a sector and area.

Employment Conditions Commission

This Act allows the Employment Conditions Commission to advise the Minister of Labour, Monitoring, Enforcement and Legal Proceedings.

Inspectors play an important role in implementing this law. They need to do the following:

- Advise workers and employers about their labour rights and obligations.
- Inspect, investigate complaints.

- Question people.
- Inspect, copy and remove records.
- Serve a compliance order by writing to the Director-General of the Department of Labour, who will then look at the facts and agree, change or cancel the order.

This Act overrides any agreement or contract you may have signed with your employer or worker and it is important that you take note of the following key points. It is a crime to:

- Try to prevent, block or influence a labour inspector or any other person obeying this Act.
- Get or try to get a document by stealing, lying or showing a false or forged document.
- Pretend to be a labour inspector or any other person obeying this Act.
- Refuse or fail to answer questions from a labour inspector or any other person obeying this Act.
- Refuse or fail to obey a labour inspector or any other person obeying this Act.

Note: If a worker works more than 24 hours a month, a worker is a full time worker and protected by the Basic Conditions of Employment Act.

Where to get help

If you need to make a complaint or have a question, contact the provincial Department of Labour office.

Source <https://www.westerncape.gov.za/general-publication/basic-conditions-employment-act>

• Core Elements of job contract

The core elements of job contract are workers' **rights**, workers **obligations** and **conditions of service** which are all determined and protected by legislation.

The Basic Condition of Employment Act (BCEA), 75 of 1997 sets out the **core elements** (refers to **conditions of service**). The basis of employment contracts can be found in Section 13 of the South African Constitution.

Employment contract contain numerous vital elements on which the employment is based and are useful for employers to know before they decide to draw up the document. An employer needs an employment contract that protects him and his business, while ensuring a suitable work environment for his employee. When both interests are served in fair manner, both the company and the employee reap benefits. Providing an employment contract essentially replaces the standard hiring understanding between employer and employee.

• Conditions of service

- Companies and jobs are not the same and they will have different conditions of service. Conditions of service includes things like the number of hours you will be expected to work (normally 40 hours per week) as well as the amount of leave you will be able to take every year. All of the conditions of service should be covered in your employment contract.

- Depending on your job and responsibility within a company your conditions of service will also indicate items like disciplinary procedures for e.g. constant late coming for work, absent without valid reason or any other form of non-compliance with company policy.
- All the conditions of service are covered in the Basic Conditions of Employment Act and each company should set their conditions of service in line with this law.
- This act or law will protect you and your employer from taking advantage of each other or of practising unfairness in the workplace.
- In order to protect you, your conditions of service should also indicate the policies and procedures in case of grievances in your company.
- Labour laws:
- As a result of South Africa's apartheid past, job reservation and the segregation and exploitation of workers, South African labour is ruled by four major acts or laws. They are the Labour Relations Act, the Basic Conditions of Employment Act, the Employment Equity act and the Skills development Act. These laws were designed to protect the rights of workers and employers and all of them will affect you directly when you start working or looking for a job. (These laws do not apply to members of the South African Secret Service, the National Intelligence Agency or the National Defence force members). All these laws can be found on the website of the Department of Labour. (www.labour.gov.za)
- All laws have an introduction. This refers to the reason for making and implementing the law and to whom it applies or who is excluded from it. The next part will refer to the "rules" made by the law. It will end by saying how to solve problems.
- Labour Relations Act (LRA) (as amended in 2002)
- The Labour Relations Act covers all the inter action between employers and employees. The act applies to all employers, workers, trade unions and employers' organisations.
- Labour relations are controlled by the government and the regulations it lays down working conditions for employers. The purpose of the act is to make sure that Section 27 of the Constitution of South Africa is implemented in the work place. The act makes sure that the Constitutional Rights or all employers and employees are adhering to.

Source <https://smallbusiness.chron.com/basic-elements-employment-contract-15518.html>

- **Labour issues: Workers rights, Laws and Acts**

- **Workers' Rights**

Workers and Employers rights are protected in the Labour Relations Act (LRA). Workers' rights in South Africa are outline in the Bill of Rights or Section 27 of the Constitution of the Republic of South Africa.



Workers' rights in South Africa	Employers rights in South Africa
<ul style="list-style-type: none"> ○ The right to choose your own trade, profession or occupation. ○ The right to fair labour practise ○ The right to join a union ○ The right to be part of the program and activities arranged by the Union. ○ The right to strike ○ To keep to the agreement in the job contract. ○ Give the employer value for his money by being productive during working hours and not stay away without a valid reason. 	<ul style="list-style-type: none"> ○ The right to join an employer's organisation ○ The right to be part of the program and activities arrange by the employers' organisation. ○ To keep to the agreement in the job contract. He cannot change the conditions of employment without consulting the employee. ○ Not to engage in unfair labour practice ○ To arrange his business practices according to the labour law of the country. ○ To apply Affirmative action ○ To apply the Equity act in the work place

• **Principles of equity and redress**

- The history of South Africa's labour practices has been known by inequality and exploitation; division between black and white, male and female. Skills development and employment equity did not exist e.g. most black women worked on farms or as domestic works with few rights.
- The employment Equity Act contains the principles of equity and redress. This is achieved when everybody has the same opportunities and everybody is treated fairly.
- Principle of Equity

The principle of giving extra job opportunities or advantages to people who have traditionally been treated unfairly because of their race, gender, sexual orientation physical differences, marital status, disability, religion, HIV status, belief, political opinion, culture, language and birth.
- Principle of Redress

The principle which deals with rectifying the wrongs or injustices of the past, making right the current wrong and restoring fairness in South African work place.

 - There is an effort to redress the disadvantages of the past and to promote previously disadvantage people like women and disable people.
- What is the difference between employment equity and affirmative action?
 - **Affirmative action** deals with equal employment opportunities and equal representation in all occupation groups and levels in the workplace.
 - **Employment equity** has to do with the numbers of workers from different groups in the workplace. Equity is achieved through affirmative action.

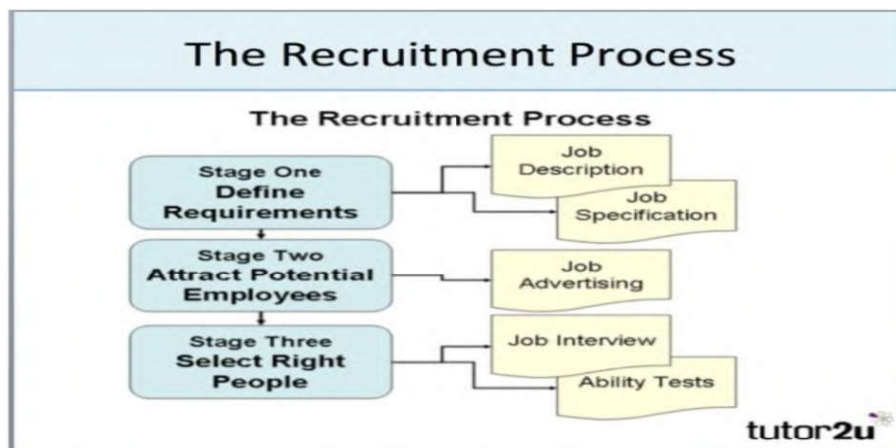
- **What does the law say about Affirmative Action?**

- Affirmative action are measures intended to ensure that suitably qualified employees from designated groups have equal employment opportunity and are equitably represented in all occupational categories and levels of the workforce.
- Measures for affirmative Action includes: identifying and elimination of barriers that affect designated groups, measures to promote diversity, training of designated group and preferential treatment to ensure equal representation in the work place.

- **Recruitment process: general trends and practices.**

- Recruitment refers to the process of getting the right person to apply for the job in a company. The aim of recruitment is to get a number of qualified or skilled people to apply for a particular job or vacancy.
- The recruitment process should be fair, confidential, promote diversity and achieve equity in the workplace.

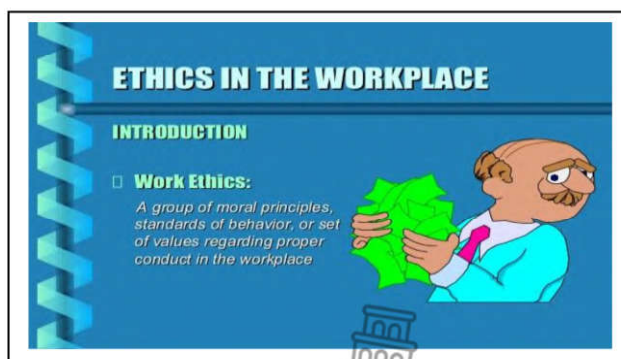
See the exemplar diagram below for detail about the process.



Work ethics and societal expectations

- **Work ethics**

- Deals with a worker's attitude towards his or her job and employer. You can compare it to your attitude towards your school and your responsibility towards your schoolwork. It involves attitudes, behaviour, respect, honesty, accountability, communication and interaction with other people. It can be compared with the effort you take to study, how you respect your teachers and fellow students and make your school a better place.
- Good work ethics will refer to your **positive attitude and commitment** to your work or in your case your school.



- Work ethics demonstrate the **decisions** you make about what is **right** and acceptable against what is **wrong and unacceptable**.
- Work ethics come from **within** a person and give others a picture of **your values**, culture and upbringing.
- People with good work ethics are likely to **keep their jobs** and make a success at work. They will also benefit from their good ethics by coming in line for **promotion**.
- The skills of having good work ethics are referred to as **soft skills** e.g. **the willingness to learn and to be taught by a senior or supervisor, the ability to get along with other workers well, the behaviour and attitude of the worker towards the company, being on time and being at work without taking leave or sick leave unnecessary or without proper reason.**
- Good work ethic is the most important skill in keeping a good job. Good work will start the moment you apply for a job. You will show this by putting in a neat, complete and well organised application without any mistakes.
- When you start a new job, the first thing your supervisor will notice is the time you arrive and leave your work. It will also show in the way you dress for work, volunteer for new tasks, cooperate with other workers and contribute with new ideas to the company you work for. You will have an attitude of what can I offer the company instead of what can the company offer me.

<p>WORK ETHIC 1</p>  <p>COME TO SCHOOL ON TIME.</p>	<p>WORK ETHIC 2</p>  <p>HAVE NECESSARY TOOLS FOR LEARNING.</p>	<p>WORK ETHIC 3</p>  <p>BE ORGANIZED FOR LEARNING.</p>	<p>WORK ETHIC 4</p>  <p>MAINTAIN A CLEAN WORKSPACE.</p>	<p>WORK ETHIC 5</p>  <p>FOLLOW DIRECTIONS THE FIRST TIME.</p>
<p>WORK ETHIC 6</p>  <p>USE A COMPLETE HEADING ON ALL WORK.</p>	<p>WORK ETHIC 7</p>  <p>USE LEGIBLE WRITING ON ALL WORK.</p>	<p>WORK ETHIC 8</p>  <p>TURN IN <u>QUALITY</u> WORK; ON TIME.</p>	<p>WORK ETHIC 9</p>  <p>WORK WHEN YOU ARE SUPPOSED TO WORK.</p>	<p>WORK ETHIC 10</p>  <p>COOPERATE AND CONTRIBUTE TO YOUR LEARNING.</p>

○ **Work Ethics and Societal expectation**

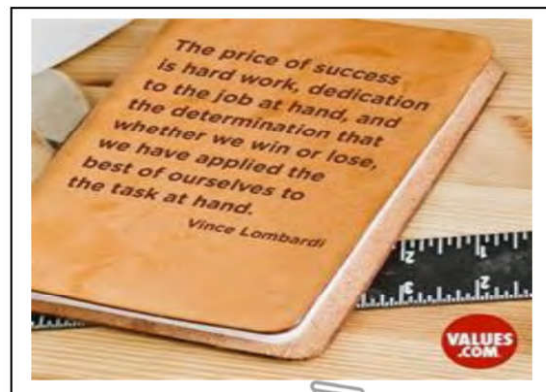
- Societal expectation refers to what the society and people in your community expect of other people sharing the community with them. It is about how people expect other people to behave and how to treat each other.
- It can almost be compared with our basic human rights in our constitution. Rights like the right to be treated with respect, to be safe, to be treated with dignity and not judged unfairly. It also refers to our environment and the way we expect others to treat the environment we share and protect for the future.
- When you enter the world of work people in the workplace will have certain expectations of you and the way you behave. Each society and community will have its own expectations based on the culture, values and religion of the society. When you apply for a job, you should make sure your personal values and beliefs fit in with the expectations of the society.



● **The value of work**

- Work is not only earning money.
- It gives us purpose and meaning and help us to live a fulfilled life (satisfied, contented and happy).
- It gives meaning to life because: it allows you to grow and develop, gives you a purpose and goals, use your talents and abilities and as you grow and develop you reach self-actualisation (achieve potential), which is where you come to find a meaning to life.
- We find values of work only if we have passion; a love for the work and enjoy doing it because we have chosen our right or correct career.

Intrinsic vs. Extrinsic Work Values	
Intrinsic Values <ul style="list-style-type: none">➢ Interesting work➢ Challenging work➢ Learning new things➢ Making important contributions➢ Responsibility and autonomy➢ Being creative	Extrinsic Values <ul style="list-style-type: none">➢ High pay➢ Job security➢ Job benefits➢ Status in wider community➢ Social contacts➢ Time with family➢ Time for hobbies



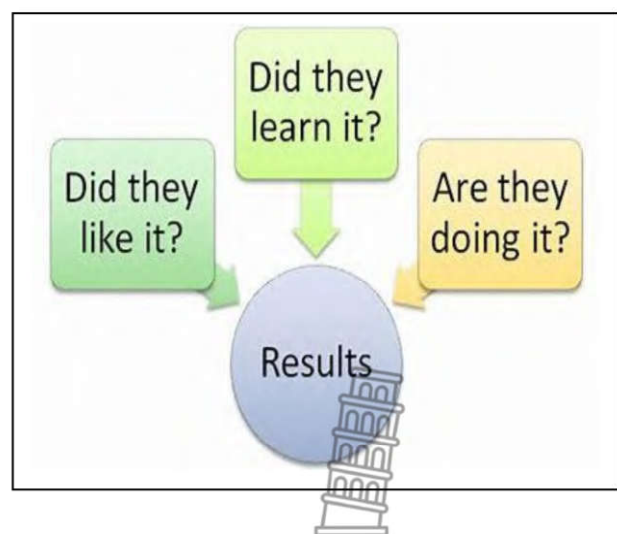
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- www.jobsearch.about.com
- www.gtegypt.org

TERM 3



INFORMAL ASSESSMENT



❖ **INFORMAL ASSESSMENT 1: MATCHING COLUMN**

QUESTION 1: Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–H) next to the question number (1.3.1–1.3.5), for example 1.3.6 J.

COLUMN A: ITEMS	COLUMN B: DESCRIPTIONS
1.1 Recruitment	A a set of principles that protects employers and employees by giving guidance on conditions of work, health and safety in the working environment
1.2 Work ethics	B responsible for the workforce, determines labour demand, labour availability, selection and training of employees
1.3 Employment contract	C represents its members and aims to improve working conditions and payment
1.5 Interview	C a set of principles and norms which guides an employee's behaviour
Human resource department	E the process of attracting applicants who have the knowledge, skills and ethics to help an organisation to achieve its mission
	F the process of observing the work that a person does at the workplace for a limited period with the purpose of getting to know what the job is about
	G a mutual agreement on workplace expectations for the employer and employee
	H a meeting during which a potential employee is evaluated by an employer for possible employment in the company

(5x1) (5)



❖ **INFORMAL ASSESSMENT 2: TRUE/FALSE**

QUESTION 2: Indicate whether the following statements are TRUE or FALSE. Write only 'true' or 'false' next to the question number (1.2.1–1.2.4). **Give a reason if the statement is FALSE.**

- 2.1 A job contract can be open to negotiation and renegotiation if both parties are willing, but the contract should include certain core elements.
- 2.2 The purpose of the Basic Conditions of Employment Act, 1997 (Act 75 of 1997) is to achieve equality in the workplace by implementing affirmative action measures to redress disadvantages in employment.
- 2.3 You may encounter certain tax obligations as an entrepreneur, for example you must have a payroll system if you employ people.
- 2.4 Creative thinking involves judging the causes of a problem.

[6]

❖ **INFORMAL ASSESSMENT 3: SHORT QUESTIONS**

QUESTION 3: Answer the following questions by writing the answer next to the question number (3.1–3.3) in your answer sheet.

- 3.1 State the chronic disease that affects glucose levels in the blood. (1)
- 3.2 The process of observing the work that a person does at a workplace for a limited period with the purpose of getting to know what the job is about. (1)
- 3.3 A meeting during which a potential employee is evaluated by an employer for possible employment in the company. (1)

[3]

❖ **INFORMAL ASSESSMENT 4: MULTIPLE CHOICE QUESTIONS**

QUESTION 4: Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (4.1–4.5), for example, 4.6 D.

- 4.1 One physical benefit of long physical participation includes:
- A. Increase chemicals in the brain that make you happy and relaxed.
 - B. Growth of new brain cells in the areas of the brain responsible for memory and learning.

- C. Improves physical appearance which enhances self-esteem and increases confidence
- D. Improve ability to function in your daily activities.

4.2 Sets out the duties, responsibilities, hours of work, salary, leave and other privileges to be enjoyed by person employed.

- A. Employment Contract
- B. Collective bargaining
- C. Condition of service
- D. Affirmative action

4.3 The aim of the Employment Equity Act, 55 of 1998 is to ...

- A. promote, control and standardise collective bargaining, good codes of practice and fair discrimination.
- B. promote skills development, fair treatment, labour peace and fair discrimination in the workplace.
- C. promote the rights of the employer, ensure health and safety and promote fair discrimination in the workplace.
- D. promote equal opportunity and fair treatment in the workplace and protect workers and job seekers from unfair discrimination.

4.4 Treatment for hypertension as a lifestyle disease includes ...

- A. taking prescription medication and following a low-salt diet.
- B. taking prescription medication and drinking lots of energy drinks.
- C. taking prescription medication and following a high-salt diet.
- D. taking prescription medication and following a high-protein diet.

4.5 People who practise unsafe sexual behaviour are at risk of HIV and ...

- A. prostate cancer, hypertension, diseases of the heart.
- B. hypertension, diseases of the heart, cancer of the liver.
- C. cervical cancer, syphilis, gonorrhoea.
- D. hypertension, cancer of the lungs, heart disease.

(5x1) (5)

/5/



❖ **INFORMAL ASSESSMENT 5: SOURCE-BASED**

QUESTION 5: Read the extract below and answer the questions that follow.

Reasons for Lack of Exercise in Teens

Approximately 50 percent of young South Africans aged 12 to 21 lack a regular, vigorous activity routine, according to the Centres for Disease Control and Prevention. Children and teens need regular exercise for strong muscles and bones, fewer health problems and a reduced risk for obesity. Identifying the exercise barriers that keep your teen from being active allows you to help her become more physically fit.

A decrease in the amount of physical education time in schools contributes to less teen exercise. According to the Centres for Disease Control and Prevention, about 19 percent of teens in high school participate in a daily physical education class lasting at least 20 minutes. If PE class is the primary source of exercise for a teen, he/she does not get enough regular daily exercise. In some cases, teens are able to opt out of PE or are only required to take it during certain school terms, meaning he/she could go for long stretches of time without any exercise during the school year.

Like adults, teens often lack the motivation or desire to exercise. If physical fitness hasn't been a valued activity in the family, a teen is less likely to put forth the effort or find the motivation to exercise.

By Shelly Frost Sept. 11, 2017

- 5.1 Name any THREE lifestyle diseases that can occur as a result of minimal or lack of physical exercise. (3)
- 5.2 Apart from schools, explain how local government (municipalities) can involve teens in physical activities? (1x2) (2)
- 5.3 Discuss THREE factors that may prevent teens from taking part in regular physical activity. (3x2) (6)
- 5.4 Suggest TWO ways in which schools can motivate learners to attend Physical Education classes. (2x2) (4)

[15]

❖ **INFORMAL ASSESSMENT 6: ESSAY WRITING**

QUESTION 6: Read the extract below and answer the question that follows.

Recruitment processes

The recruitment, selection and development of suitable candidates are crucial strategic functions to ensure the competitiveness of corporate and public sector organisations

Anon

Write a short essay on the recruitment process using the following as a guideline:

- Define the term *recruitment process* and explain the importance of such a process. (1+2) (3)
- Describe **THREE** actions which will ensure that your job application is accepted. (3x2) (6)
- Explain **ONE** way in which **EACH** of the following labour acts creates a fair working environment:
 - The Labour Relations Act (LRA), 1995 (Act 66 of 1995)
 - The Employment Equity Act (EEA), 1998 (Act 55 of 1998)
 - The Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997)(3x2) (6)

[15]

❖ INFORMAL ASSESSMENT 7: PARAGRAPH WRITING

QUESTION 7: Read the extract below and answer the questions that follow.

Lifestyle Diseases in South Africa

A survey conducted by the Human Science Research Council (HSRC) warns that "South Africa is heading for a disaster" if the number of people living with "chronic diseases of lifestyle" does not change.

Globally 2.1 billion people are overweight or obese, or just over 30% of the world's population – however, the situation is much worse in South Africa, according to new statistics published by Discovery Vitality.

"The big picture is worse in South Africa. Nearly 70% of South African women and 31% of South African men are overweight or obese," said Dr Craig Nossel, head of Wellness at Vitality.

Adapted from <https://businesstech.co.za/news/lifestyle/331389/heres-how-many-south-africans-are-overweight-according-to-discovery/> Retrieved on 12 May 2020

Write paragraphs on lifestyle diseases in which you include the following...

- Mention **THREE** possible causes for the increase of chronic diseases in South Africa. (3x1) (3)
- According to the passage: "There was a higher prevalence of obesity in women than in men." Briefly discuss **THREE** reasons why you think women in today's society could be more obese than men. (3x2) (6)
- Identify **TWO** intervention strategies that have been put in place by the government to address lifestyle diseases. Explain one positive and one negative impact that each strategy has on society. (2x3) (6)

[15]

❖ INFORMAL ASSESSMENT 8 PARAGRAPH WRITING

QUESTION 8: Read the extract below and answer the questions that follow.

Work ethics

Many job seekers struggle though to understand that work ethic is more than just an innate mix of a good family upbringing and personal qualities, but rather a trait you can actually nurture.

Adapted from <https://www.paymoapp.com/blog/work-ethic/>. Accessed on 12 May 2020

Write paragraphs on work ethics in which you include the following:

- State THREE societal expectations with regard to work ethics of companies/organisations. (3x1) (3)

- Explain THREE ways in which a strong work ethic helps you in your career paths. (3x2) (6)
- Propose THREE ways in which you can develop strong work ethics when you enter the job market. (3x2) (6)

[15]



MARKING GUIDELINE TERM 3

❖ INFORMAL ASSESSMENT 1: MATCHING COLUMN

QUESTION 1:

- 1.1 E (✓)
- 1.2 D (✓)
- 1.3 G (✓)
- 1.4 H (✓)
- 1.5 B (✓)

(5x1) (5)

[5]

❖ INFORMAL ASSESSMENT 2: TRUE/FALSE

QUESTION 2: ONE mark (✓) for stating TRUE or FALSE and ONE mark (✓) for providing a relevant reason if FALSE.

2.1 True (✓)

2.2 False (✓)

The purpose of the Basic Conditions of Employment Act is to give insight to fair labour practices. (✓)

OR

The purpose of the Employment Equity Act is to achieve equality in the workplace by implementing affirmative action measures to redress the disadvantages in employment. (✓)

OR

This is the purpose of the Employment Equity Act and not that of the Basic Conditions of Employment Act. (✓) (2)

2.3 True (✓)

2.4 False (✓)

Creative thinking is to generate new ideas to solve a problem. (✓)

OR

Critical thinking/ evaluating/ analysis involve making judgement of the causes of a problem. (✓)

(2)

[6]

❖ **INFORMAL ASSESSMENT 3: SHORT QUESTIONS**

QUESTION 3:

- 3.1 Diabetes / Sugar Diabetes / Type 1 or Type 2 Diabetes (✓) (1)
- 3.2 Job Shadowing/Work shadowing (✓) (1)
- 3.3 Interview (✓) (1)
- [3]**

❖ **INFORMAL ASSESSMENT 4: MULTIPLE CHOICE QUESTIONS**

QUESTION 4:

- 4.1 D (✓)
- 4.2 C (✓)
- 4.3 D (✓)
- 4.4 A (✓)
- 4.5 C (✓)
- (5x1) (5)
- /5/**

❖ **INFORMAL ASSESSMENT 5: SOURCE-BASED**

QUESTION 5: Write in full sentences.

5.1 Name any **THREE** lifestyle diseases that can occur as a result of minimal or lack of physical exercise.

Possible responses could be:

- Diabetes (Type 2), heart disease, stroke, cancer (✓).
- Physical Effects of Poor Nutrition: Causes of poor nutrition include eating disorders/ alcoholism/starvation and poor diet. (✓)
- Short-term effects of poor nutrition include lethargy and feeling unwell in general. (✓)
- These include obesity/ high cholesterol/ diabetes/ heart disease/ cancer/ gallstones/ gout and many other health problems. (✓)
- Mental Effects of Poor Nutrition: Vitamin and mineral deficiencies resulting from a bad diet link with disorders of the nervous system. (✓)
- Malnutrition in infants can lead to mental retardation and other developmental delays, and malnutrition in pregnancy may even increase the risk of Alzheimer's disease when the child reaches old age. (✓)
- Poor diet may also contribute to depression. (✓)

(3x1) (3)

5.2 Apart from schools, explain how local government (municipalities) can involve teens in physical activities?

Possible responses could be:

- They can set requirements for developers (✓) to provide sidewalks, walking and biking trails, and greenspace in new developments, as well as invest public money in enhancing existing areas (✓).
- Local governments can support physical activity in other ways as well (✓). Parks and recreation departments, for example, often run sports leagues or offer dance, gymnastics, or other active classes. (✓)
- Promote walking and bicycling to school (✓) through Safe Routes to School programs and related initiatives (✓).
- Improve traffic safety and enforce traffic laws (✓) to make streets safer for children to walk, bicycle, and play (✓)
- Local governments can provide support and resources to local organizations (✓) that want to create healthy environments (✓).
- Develop media campaigns, utilizing multiple channels (print, radio, Internet, television, other promotional materials) (✓) to promote physical activity using consistent messages (✓).
- Design a media campaign (✓) that establishes physical activity as a health equity issue and reframes obesity as a consequence of environmental inequities and not just the result of poor personal choices (✓).

(1x2) (2)

5.3 Discuss THREE factors that may prevent teens from taking part in regular physical activity.

Possible responses could be:

- Lack of time to exercise. (✓) If a teen has lots of homework, works a part-time job or carries much of the household responsibilities, he may find it difficult to make time for exercise. (✓)
- Lack of self-motivation. (✓) If physical fitness hasn't been a valued activity in the family, a teen is less likely to put forth the effort or find the motivation to exercise (✓).
- Lack of access to exercise equipment, sports teams or space to perform fitness routines (✓) that could make it more difficult for the teen to exercise regularly (✓).
- Lack of interest (✓) may cause teenagers not to enjoy doing physical activities and feel bored as well (✓).
- Lack of confidence in their ability to be physically active (✓) lead to self-efficacy to some teenagers (✓).
- Fear of being injured or having been injured recently, (✓) an experience which may discourage amongst some of them (✓).
- Lack of self-management skills (✓) to set personal goals, monitor and fit in their daily routine to exercise.
- Lack of encouragement, support, or companionship from family and friends (✓) can easily makes teenagers lazy to do physical activities (✓).

- Lack of facilities such as parks, sidewalks, bicycle trails, or safe and pleasant walking places to do outdoors exercise (✓) may result to teenagers not very keen to do physical activities (✓).
- Technology such as computers, TVs, video games, and smartphones promote a sedentary lifestyle. (✓) Teenagers who spend long periods of time online or on the sofa watching TV usually miss out on valuable exercise and fitness activities. (✓)

(3x2) (6)

5.4 Suggest TWO ways in which schools can motivate learners to attend Physical Education classes.

Possible responses could be:

- Schools can develop activities that build on learner's interests (✓) by including activities that learners like doing and are trendy and happening in that phase (✓).
- Increase opportunities for self-directed learning (✓) by allowing learners to take ownership of their learning, choose their personal goals and offer options of different activities from which they can develop skills (✓).
- Physical education activities can start with simple forms of activities, (✓) so that learners can build confidence and gain self-esteem in a non-judgmental way (✓).
- Activities should include attainable goals (✓) and in this way when learners succeed, they will be proud of their performance, which can lead to more interest and a willingness to take on more challenging work (✓).
- Allow learners to design their own games and activities (✓) as this will generate an interest in them to attend the Physical Education classes and participate with enthusiasm (✓).

(2x2) (4)

[15]

❖ INFORMAL ASSESSMENT 6: ESSAY WRITING

QUESTION 6: Write a short essay on the recruitment process using the following as a guideline.

Define the term recruitment process and explain the importance of such a process.

ONE mark (✓) for a definition of recruitment process and TWO marks (✓✓) for a well-explained response.

Possible response could be: Recruitment process is a ...

- process/method of finding suitable candidates for a job. (✓)

OR

- way of attracting/selecting/appointing suitable candidates for a job in an organisation. (✓)

AND

Possible responses could be: The importance of the process of recruitment is to ...

- attract the right kind of employees by (✓) availing a high number of candidates (✓).
- provide the organisation with sufficient skills so (✓) as to choose the best one for present or future use (✓).
- enable companies to target potential candidates and recruit them for future employment (✓) rather than striving to find the right one at the last minute (✓).
- ensure diversity in selection in (✓) order to meet all legal and social types of obligations such as affirmative action/employment equity (✓).
- ensure fairness/transparency (✓) in order to give equal opportunity to all job-seekers (✓)
- direct the employer on the correct processes and procedures to be followed (✓) so as to combat unfair discrimination/minimize possible disputes (✓).
- create a platform which applicants can use to base their grievances on in (✓) case they were disadvantaged by the process/the process was flawed (✓)

(1+2) (3)

Describe THREE actions which will ensure that your job application is accepted.

Possible responses could be:

- Write a cover letter to give an overview of your abilities/qualifications relevant to the job requirements (✓) so that it is clear why you are the suitable candidate for the position (✓).
- Include all required documents and information e.g. certified copies of your ID and certificates (✓) to ensure that you have met all requirements (✓).
- Submission should be on time (✓) to avoid your application being rejected (✓).
- Complete the application form correctly and neatly (✓) so that your application is accepted (✓).
- Provide your correct contact details so (✓) that you can be contacted/reached for an interview (✓).
- Carefully check your spelling and grammar/use appropriate language (✓) in order to leave a good impression/prove your professionalism/display good academic skills (✓).
- Send your application to the relevant person or as indicated in the advertisement (✓) to avoid your application being lost (✓).
- Write a concise and accurate CV according to the job description (✓) so that your prospective employer gets a quick overview of your competency/experience. (✓)
- Use correct and credible references (✓) so that the employer gets a professional impression of your work experience (✓).

(3x2) (6)

Explain ONE way in which EACH of the following labour acts creates a fair working environment:

The Labour Relations Act (LRA), 1995 (Act 66 of 1995)



Possible responses could be: The Labour Relations Act creates a fair working environment because it ...

- Regulates rules for the relationship between the employer and worker thereby (✓) ensuring fair practice between the two parties (✓).
- Gives the worker the right to belong to a trade union (✓) whereby the worker can be protected by his trade union in the workplace (✓).
- Established the Commission for Conciliation, Mediation and Arbitration (CCMA) (✓) whereby disputes and arguments are settled between workers and employers in a fair manner (✓).
- Regulates the organisational rights of trade unions (✓) to ensure that they do not overstep their boundaries (✓).
- Promotes and facilitates collective bargaining at the workplace (✓) to meet the rights of its members (✓).
- Regulates the right to strike and the option to lock out (✓) in conformity with the Constitution (✓).
- Promotes employee participation in decision-making (✓) through the establishment of workplace forums (✓).
- Provides simple procedures for dispute resolution (✓) in order to achieve a win-win situation between employer and employee (✓).
- Provides for dispute resolution (✓) through independent alternative dispute resolution services (✓).

(1 x 2)

The Employment Equity Act (EEA), 1998 (Act 55 of 1998)

Possible responses could be: The Employment Equity Act creates a fair working environment because it ...

- Promotes equal opportunities in the workplace (✓) thereby unfair discrimination or practices in any employment policy or practice are eliminated (✓).
- Regulates affirmative action (✓) therefore people from the designated groups are given employment opportunities which ensure fair treatment of all people (✓).
- Implements affirmative action measures (✓) to redress the disadvantages of the past (✓).
- Ensures equitable representation in all occupational categories and levels in the work force (✓) to address imbalances of the designated groups (✓).

(1 x 2)

The Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997)

Possible responses could be: The Basic Conditions of Employment Act creates a fair working environment because it ...

- Ensures that all workers have employment contracts (✓) so that the worker and employer are both protected from unfair working practices (✓).
- Sets out the duties and responsibilities workers have towards their employers (✓) therefore, making sure that workers do what is expected of them so that employers do not make unreasonable requests (✓).
- Regulates the right to fair labour practices by (✓) establishing and enforcing basic conditions of employment/monitoring the variation of basic conditions of employment (✓).
- Prescribes the minimum conditions of employment (✓) that employers must legally comply with (✓).

- Protects workers from exploitation (✓) thereby promoting respect for human rights and social justice (✓).
- Regulates labour practices by (✓) setting out the rights and duties of employers and employees (✓).
- Ensures social justice by (✓) establishing the basic standards of employment with regard to working hours, leave, payment, dismissal and dispute resolutions (✓).

(1 x 2)

[15]



❖ INFORMAL ASSESSMENT 7: PARAGRAPH WRITING

QUESTION 7: Write paragraphs on lifestyle diseases in which you include the following...

Mention THREE possible causes for the increase of chronic disease in South Africa.

Possible responses could be:

- More people have access to technological devices e.g. computers, television, etc. and therefore their lifestyles are becoming even more inactive. (✓)
- Poor diet - junk or fast food outlets are spreading and making unhealthy choices easier, faster or cheaper than healthy options. (✓)
- Laws and policies that are designed to protect people are not being implemented e.g. selling tobacco and alcohol products to persons under 18. (✓)
- Lack of education on good nutrition and healthy lifestyle choices. (✓)
- Poverty and food security are important social and environmental issues in South Africa that cause people to not eat regularly or to follow a poor diet. (✓)
- Genetically modified food may also contribute to the development of chronic diseases. (✓)

(3x1) (3)

*According to the passage: "There was a higher prevalence of obesity in women than in men." Briefly discuss **THREE** reasons why you think women in today's society could be more obese than men.*

Possible responses could be:

- Traditional and cultural practices. (✓) Women are more likely to do household chores and men are more likely to work outside for example in the garden (✓).
- Stereotypical career choices. (✓) Men are more likely to do jobs that require physical activity and women are more likely to do administrative or office type of jobs (✓).
- Women's hormones are different from men. (✓) For example, menopause/ birth control pills etc. (✓).
- Pregnancy, (✓) where women struggle to lose weight after giving birth (✓).
- Women's genes and metabolism (✓) could predispose them to weight gain. (✓)
- Working women often have to eat on the run when they need to multitask e.g. look after children, household chores etc. (✓) This could result in poor diet and lack of time for exercise. (✓)

(3x2) (6)

Identify **TWO** intervention strategies that have been put in place by the government to address lifestyle diseases. Explain one positive and one negative impact that each strategy has on society.

- **ONE** mark (✓) for the intervention strategy.
- **ONE** mark (✓) for a positive impact.
- **ONE** mark (✓) for a negative impact.



Possible responses could be:

- **Warning labels on tobacco products. (✓)**
 - This has educated people who were ignorant of the dangers of tobacco and they now no longer smoke. (✓)

AND

 - people continue to smoke or they ignore the warnings. (✓)
- **Provision of condoms in health clinics. (✓)**
 - This is effective because they are readily available and the rate of HIV infection has dropped. (✓)

AND

 - this may not be effective because there are still many people who are infected with STI's/STD's. (✓)
- **Inclusion of Physical Education as part of the Life Orientation curriculum. (✓)**
 - Life Orientation is a compulsory subject and policy states all learners must do Physical Education for 1 hour a week. (✓)

AND

 - Many of the schools are not implementing the policy and learners are not doing 1 hour of Physical Education once a week. (✓)
- **Banning the advertising of tobacco products on television. (✓)**
 - children are no longer exposed to the negative image of glamour and sophistication that the adverts on television portrayed on smoking. (✓)

AND

 - children are still bombarded by advertising in other forms of media that glamorizes smoking. (✓)
- **Introducing the process of restricting the amount of salt that is used in manufactured foods. (✓)**
 - manufacturers are accountable for what they put into the food being sold to the public. (✓)



AND

- people may still just add salt to whatever they eat because they are used to it and prefer saltier foods. (✓)
- **Restricting the access to alcohol and tobacco products from being sold to children under the age of 18. (✓)**
 - shop owners are now more aware that could be prosecuted if they are found to be selling tobacco products and alcohol to minors. (✓)
 - AND**
 - These laws are not being implemented because some shop owners are still selling these products to minors and are not being prosecuted for it. (✓)
- **Passing a law to provide consumers with food labels on products. (✓)**
 - consumers are able to make more informed choices about the products that they are buying. (✓)
 - AND**
 - Many consumers don't bother to read the labels or the nutritional contents of the products they buy. (✓)

(2x3) (6)

[15]

❖ INFORMAL ASSESSMENT 8: PARAGRAPH WRITING

QUESTION 8: Write paragraphs on work ethics in which you include the following:

State *THREE* societal expectations with regard to work ethics of companies/organisations.

Possible responses could be:

- Meet demands for honest treatment of customers/clients (✓)
- Provide for fair working conditions for employees (✓)
- Be an environmentally friendly business (✓)
- Stay within legal parameters (✓)
- Always maintain its integrity in the community (✓)
- Honour company policies and agreements (✓)
- Accountability by performing their duties and taking responsibility for their actions (✓)
- Pursue excellence in service delivery (✓)

(3x1) (3)

Explain *THREE* ways in which a strong work ethic helps you in your career paths.

Possible responses could be:

- A strong work ethic will not only expose you to greater opportunities, (✓) but it will earn you a reputation of excellence in your profession (✓).
- If you are an individual with a strong work ethic, you embody the qualities (✓) that will keep you in demand by top companies throughout your career (✓).

- Individuals with a strong work ethic derive greater satisfaction from their work (✓) because they are fully engaged in what they are doing every day (✓).
- If you desire to advance in your profession, a strong work ethic will keep your career moving upward. (✓) Every employer wants an employee with this kind of mentality. (✓)
- By demonstrating a strong work ethic in your job, you'll discover you are more marketable, in demand, satisfied and promotable (✓) than those content to watch the clock and collect a pay check (✓).



(3x2) (6)

Propose *THREE* ways in which you can develop strong work ethics when you enter the job market.

Possible responses could be:

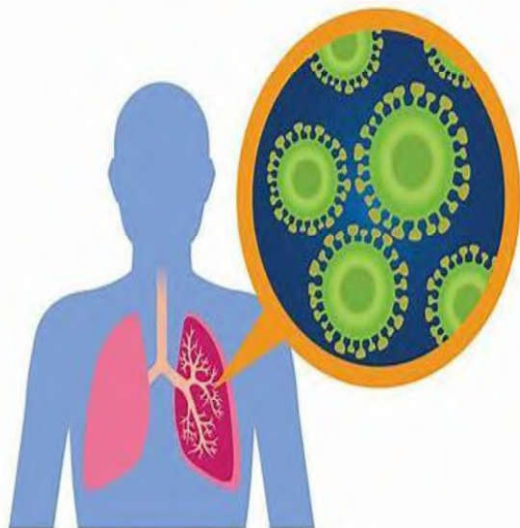
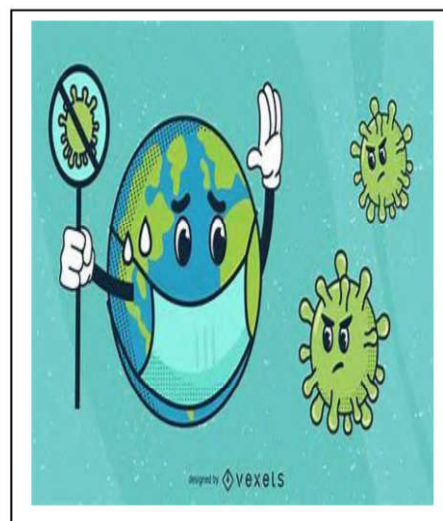
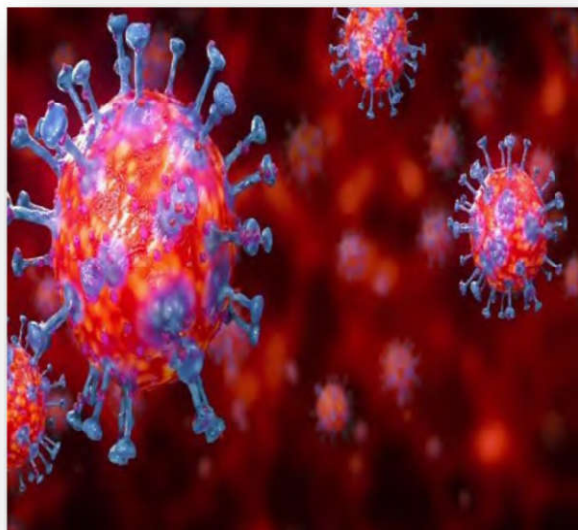
- Develop integrity (✓) by performing consistently at the same level of quality at all times (✓)
- Take responsibility (✓) for your actions at all times, which includes being punctual (✓).
- Develop positive communication skills (✓) by knowing how to communicate in a way that is positive and constructive – and shows respect for the feelings of others (✓)
- Avoid negative talk and gossip (✓) by providing feedback that improves situations and builds people up (✓).
- Be an active listener (✓) and be considerate of others and respectful of their roles in the organization (✓).
- Develop a can-do attitude (✓) and be willing to assist in efforts outside your realm of responsibility (✓).
- Accomplishing all things (✓) as if they were great and noble (✓).
- Identify someone you believe personifies a good work ethic, (✓) observe their behaviour, and then emulate it (✓)

(3x2) (6)

[15]



THE CORONA VIRUS INFORMATION



**COVID 19 HOTLINE:
0800 029 999 (TOLL FREE)**



What is the Corona Virus Disease?

www.virusncov.com

COVID-19

Disease caused by the SARS-CoV-2 virus

Novel coronavirus

Coronaviruses are viruses that **circulate among animals** but some of them are also known to affect humans.

The 2019 novel coronavirus was identified in China at the end of 2019 and is a new strain that has not previously been **seen in humans**.

Symptoms

FEVER

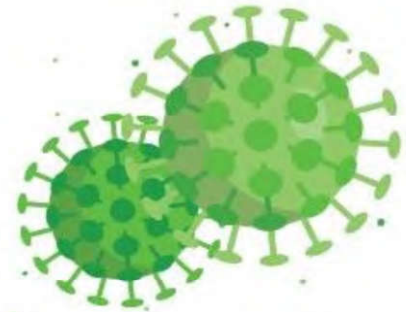
COUGH

DIFFICULTY BREATHING

MUSCLE PAIN

TIREDNESS

virusncov.com
Update [Live]



Prevention

When visiting affected areas

Avoid contact with sick people



Wash your hands with soap and water



If you develop cough, use a medical face mask



Transmission

2-14 days

estimated incubation period



HOW COVID 19 IS SPREAD?



How it spreads



When someone who has COVID-19 coughs or exhales they release droplets of infected fluid.

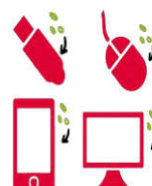
➔ Most of these droplets fall on nearby surfaces and objects - such as desks, tables or telephones. People could catch COVID-19 by touching contaminated surfaces or objects - and then touching their eyes, nose or mouth.



Staircase



Elevator buttons



Gadgets



Contaminated or partially cooked food

➔ An infected person can have contaminated hands, face and clothes and physical contact can transmit the disease



SINGLE SNEEZE
CAN PRODUCE UP TO
10,000
DROPLETS

SINGLE COUGH CAN PRODUCE
UP TO 3,000 DROPLETS

VIRUS BECOMES AIRBORNE, AND CAN
REMAIN SUSPENDED IN THE AIR IN VERY
TINY DROPLETS FOR HOURS

CARDBOARD STAINLESS STEEL PLASTIC

If the droplets land on surfaces, the virus may survive for as long as 24 hours on cardboard and up to 3 days on stainless steel and plastic, according to a recent study.

THE VIRUS SPREADS WHEN
these droplets

GET INTO YOUR

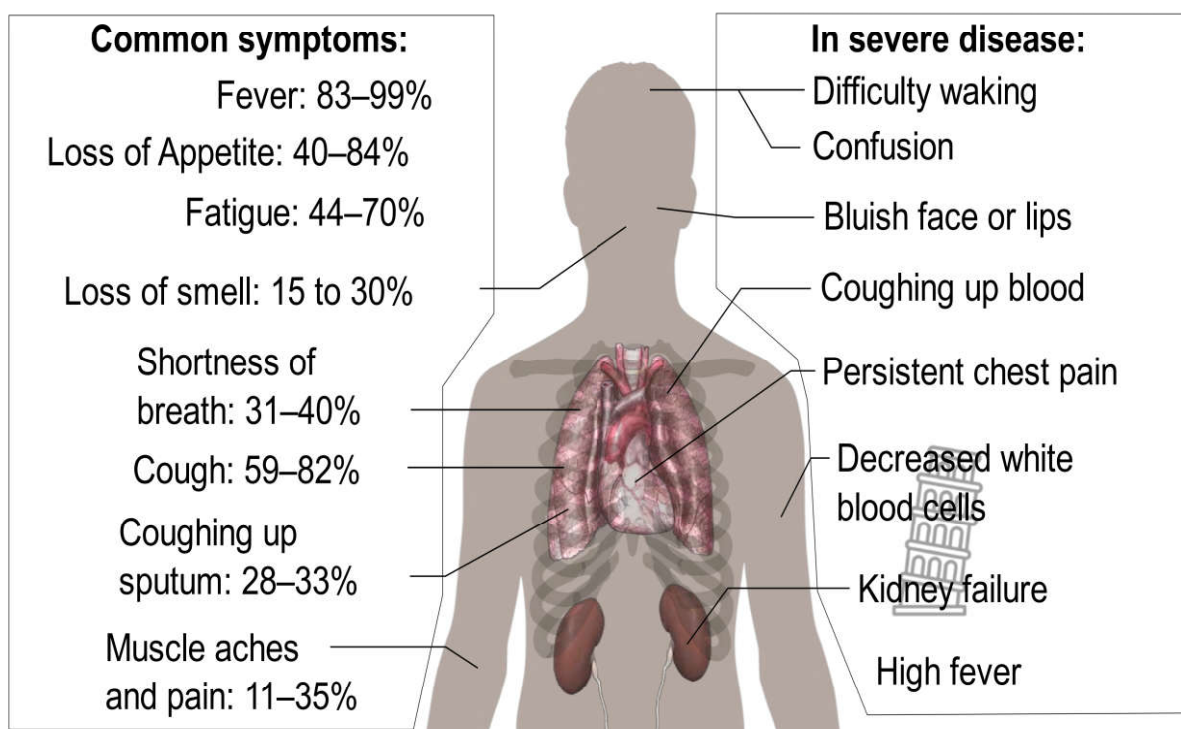
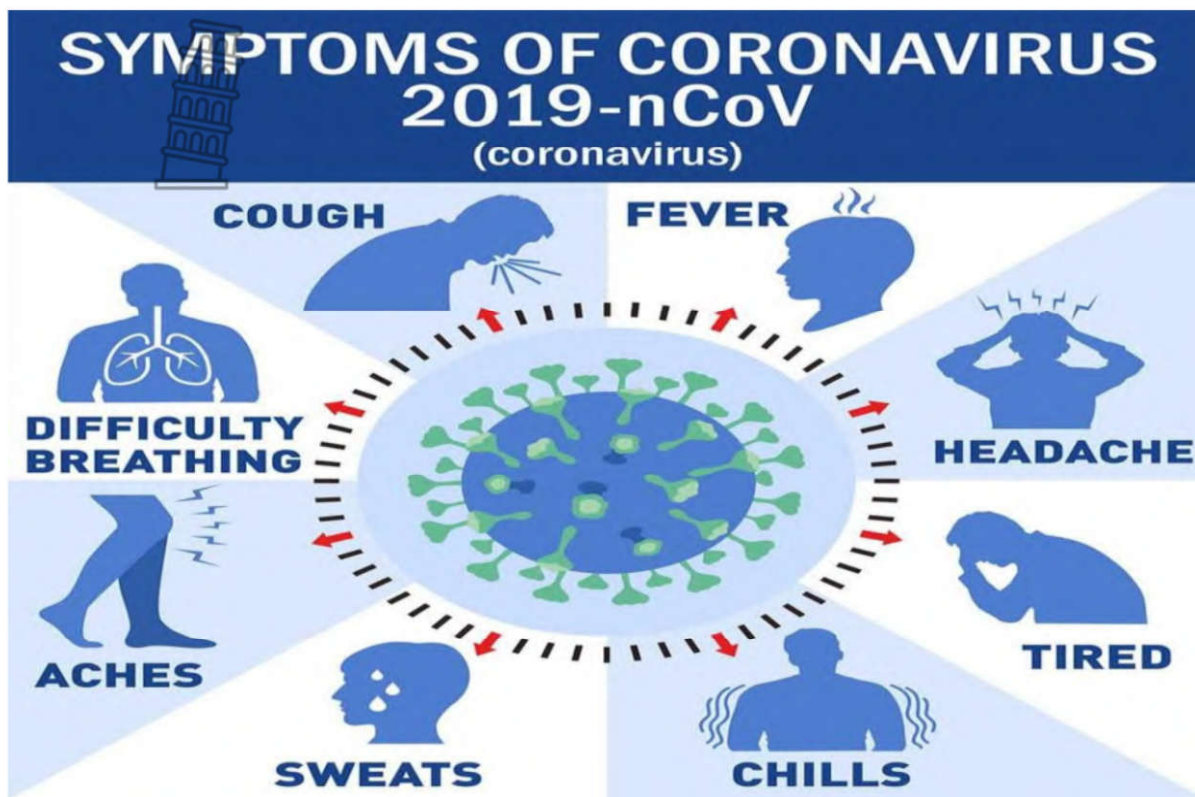
EYES
NOSE
MOUTH

SICK PERSON

HEALTHY PERSON

@wilmankew

Symptoms may vary per individual as some may have no symptoms (but be a carrier) while others mild to severe symptoms that can even cause death. Symptoms may arise between 2 to 14 days after one is exposed to the virus having the following:



WHO IS AT RISK?



COVID-19 KNOW YOUR RISK

If you have no symptoms...

HAD PROLONGED CLOSE CONTACT WITH SOMEONE POSITIVE FOR COVID-19	HIGH	*SELF-QUARANTINE & MONITOR
TRAVELED INTERNATIONALLY TO A COUNTRY UNDER CDC LEVEL 3	MEDIUM	*SELF-QUARANTINE & MONITOR
TRAVELED DOMESTICALLY TO AN AREA WITH KNOWN COMMUNITY-SPREAD	MEDIUM	*SELF-OBSERVATION
SPENT TIME INDOORS (NO CLOSE CONTACT) WITH SOMEONE POSITIVE FOR COVID-19	LOW	*SELF-OBSERVATION

HOW TO PROTECT ONESELF AND OTHERS FROM CORONA VIRUS 19 INFECTION



Protecting yourself and your loved ones from #coronavirus is simple:

- Clean your hands often
- Cough or sneeze in your bent elbow – not on your hands!
- Avoid touching your eyes, nose and mouth
- Limit social gatherings and time spent in crowded places
- Avoid close contact with anyone who is sick
- Clean and disinfect frequently touched objects and surfaces.



WASH YOUR HANDS



WATER AND SOAP



PALM TO PALM



BETWEEN FINGERS



FOCUS ON THUMBS



BACK OF HANDS



FOCUS ON WRISTS

WHAT IS THOROUGHLY?

WASH THE
BACK OF YOUR
HANDS

BETWEEN
THE FINGERS

UNDER
THE NAILS




FOR 20
SECONDS

ENOUGH TIME TO
SING "HAPPY BIRTHDAY"
TWICE




@weimankow


Cover your cough and sneeze



DON'T




DON'T



DO


Cover your mouth and nose with tissue/cloth and throw it away immediately after use.




DO

Cough or sneeze into your upper sleeve.

Or




Cough or sneeze inside your shirt, blouse.




wash your hands often immediately after coughing or sneezing

with soap and water.


Choose a healthy lifestyle



health
Department:
Health
REPUBLIC OF SOUTH AFRICA



World Health Organization



unicef

SHOULD I WEAR A FACE MASK?

IF YOU ARE SICK:

Wear a face mask at home when moving around, near a caretaker, when going out in public or in a hospital.

IF YOU ARE NOT SICK:

Wear a face mask whenever you go out in public, to a hospital or if you are caring for someone who is sick.

IF YOU ARE A HEALTH CARE WORKER OR CARETAKER FOR SICK:

Wear a face mask whenever you go out in public, to a hospital or if you are caring for someone who is sick. Consider following recommendations for Sick (as above), due to possibility of infection and spreading infection before you have symptoms.

HOME MADE OR DO-IT-YOURSELF (DIY)** MASKS:

May substantially reduce the spread of Corona virus.

RESERVE PROFESSIONAL MASKS FOR HEALTH CARE WORKERS

They need them for surgery, procedures and caring for many sick patients.



WHAT MASK TO USE?

HEALTHCARE WORKER



- Surgical/Medical
- N95(Procedures*)
- Home Made/DIY
- If surgical/medical unavailable

NON-HEALTHCARE WORKER



- Home Made**
- Do-it-yourself (DIY)**
- Reserve Medical Masks for Health Care Workers Until supply shortage ends
- **Include cotton and gauze masks that are homemade or woven

How to properly wear a face mask



1 ENSURE THE PROPER SIDE OF THE MASK FACES OUTWARDS



2 SECURE THE STRINGS BEHIND YOUR HEAD OR OVER YOUR EARS



3 PRESS THE METALLIC STRIP TO FIT THE SHAPE OF THE NOSE



4 COVER MOUTH AND NOSE FULLY MAKING SURE THERE ARE NO GAPS



5 WEAR MASK



6 DO NOT TOUCH THE MASK WHILE USING IT, IF YOU DO WASH YOUR HANDS



7 REMOVE THE MASK FROM BEHIND BY HOLDING THE STRINGS WITH CLEAN HANDS

FACTS....
OVER FEAR
COVID-19

The National Department of Health has recommended that **South Africans should wear CLOTH face masks** when in public to prevent the spread of COVID-19.



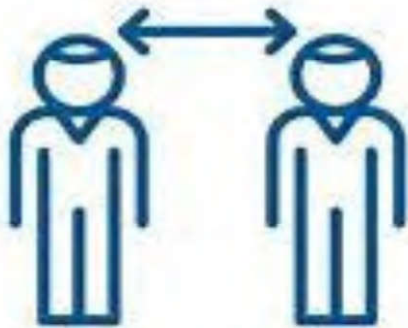
COVID-19

Novel Coronavirus



Help stop the spread of COVID-19.

Please keep your social distance



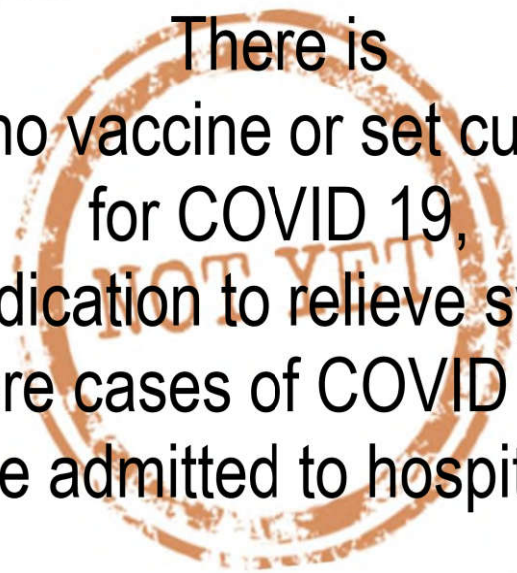
- Social distancing means keeping 2 metres apart from others



IS THERE ANY SPECIFIC TREATMENT FOR COVID19?



There is
no vaccine or set cure
for COVID 19,
only medication to relieve symptoms.
Severe cases of COVID 19 will
be admitted to hospital.



YOU CAN CONTROL THESE THINGS...

What you focus on
What you think about
What you listen to
Your attitude
Your gratitude
Your work and effort
What you study
How you speak to others
What you build
What you create



HOW TO COPE WITH STRESS RELATED TO COVID 9



COVID-19 (coronavirus)

6 Tips for Coping with the Stress



It's normal to feel sad, stressed, confused, scared or angry during a crisis. Talking to people you trust can help. Get in touch with your loved ones and connect with them.



Be aware that not everything being said about COVID-19 is accurate. Go to trusted sources like your state or local health department, the CDC or the World Health Organization.



Limit your stress and fear by reducing how much time you spend watching or reading the news or scrolling through social media, especially when you feel it's upsetting information.



Do things you've done in the past to help manage challenges and stress. Know that you've developed skills to manage your emotions and use them during this time, too.



If you're staying home, stay healthy by eating well, getting plenty of sleep, exercising regularly and having good social contact with loved ones by phone or video chat.



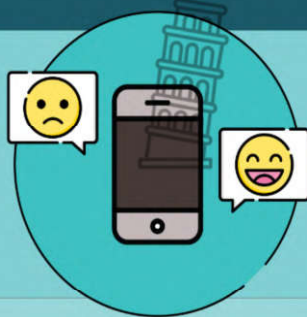
Deal with your emotions in a healthy way. Have a plan ready in case you do start to feel overwhelmed, and don't hesitate to talk to a counselor or therapist if you need to.

**Created for Mission Health by Jarrard Phillips Cate & Hancock, Inc.*

***Adapted from the International Federation of Red Cross; data from the World Health Organization*



Coping with stress during the 2019-nCoV outbreak



It is normal to feel sad, stressed, confused, scared or angry during a crisis.

Talking to people you trust can help. Contact your friends and family.

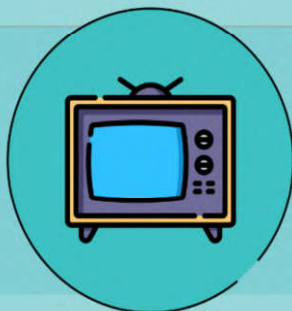
If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.



Don't use smoking, alcohol or other drugs to deal with your emotions.

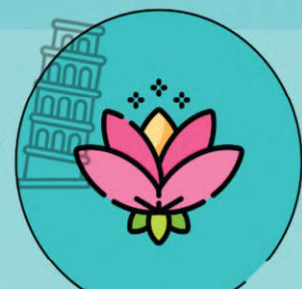
If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.



Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.



5 TIPS TO HELP TEENS COPE WITH STRESS



The infographic is divided into five vertical panels, each with a different background color and a specific tip for coping with stress. The tips are: 1. Get Some Sleep (blue background), 2. Focus on Your Strengths (dark blue background), 3. Do Things That Make You Happy (light green background), 4. Engage in Physical Activity (yellow background), and 5. Talk to Someone (orange background). Each panel includes an icon, a short paragraph of text, and a photograph of a person showing signs of stress.

GET SOME SLEEP

 Getting enough sleep helps you grow and develop normally, pay attention throughout the day, and maintain overall health. For teens, this means about **8-10 hours each night**.

FOCUS ON YOUR STRENGTHS

 Take time to **think about what you're good at** and ways to do more of those things. By focusing on and building your strengths, you can keep your stressors in perspective.

DO THINGS THAT MAKE YOU HAPPY

Find activities or hobbies that make you happy and incorporate them into your daily life.

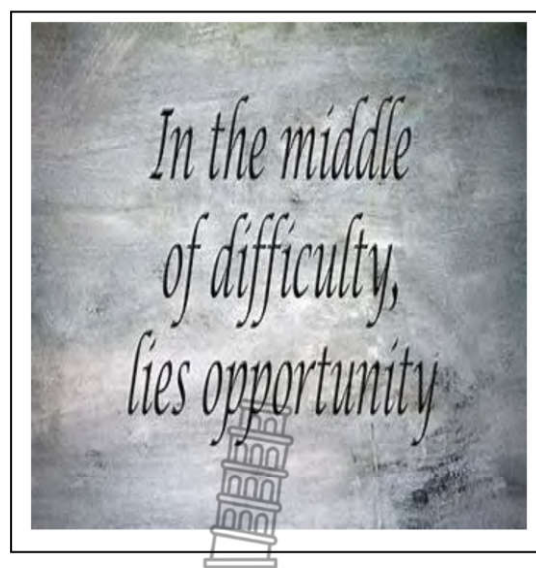
ENGAGE IN PHYSICAL ACTIVITY

Exercise takes our mind off stress and releases chemicals in our brain that make us feel better. This can be anything from a stroll in the park, to a downhill bike ride or basketball game with friends.

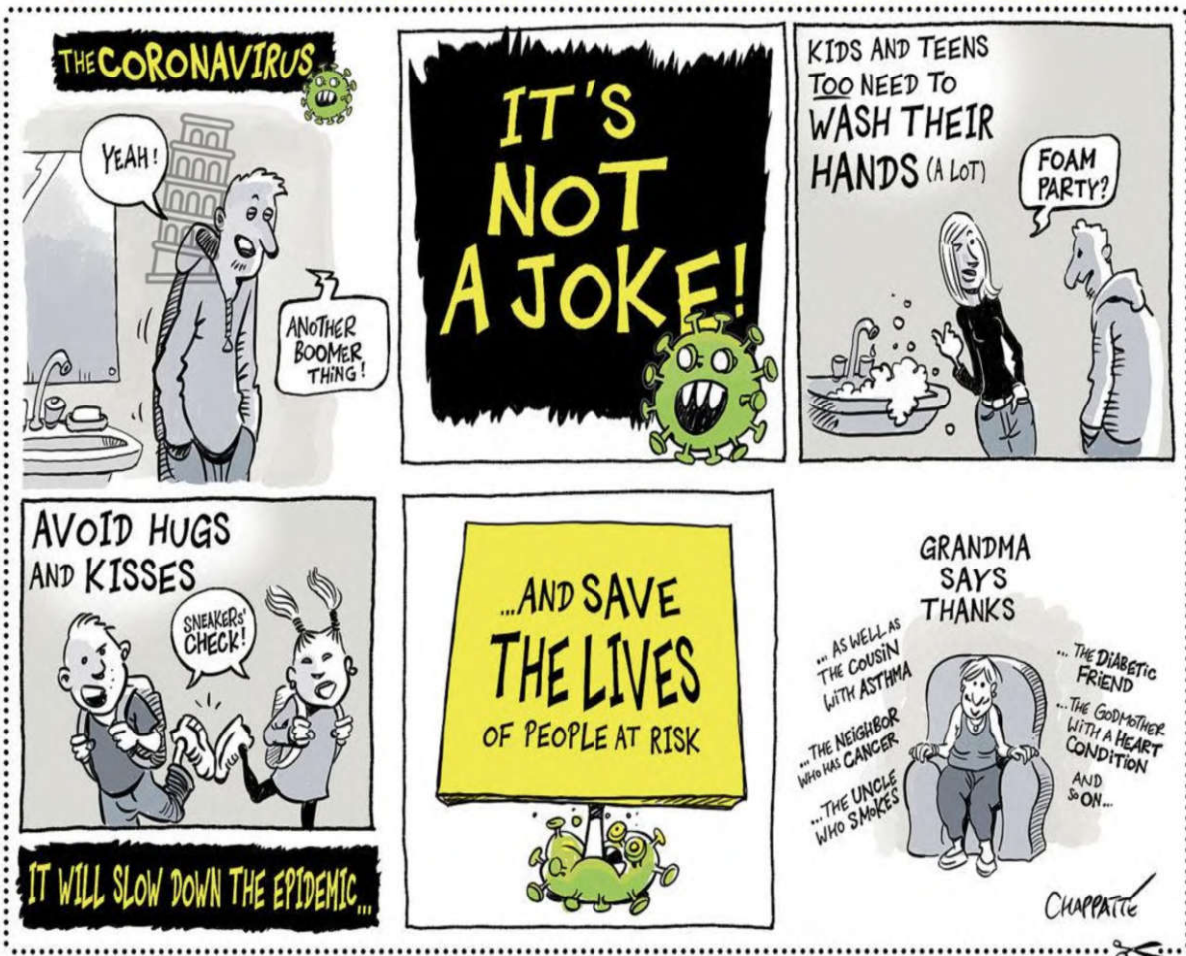
TALK TO SOMEONE

 It can be hard to manage stress alone. Talk to a parent, teacher or other trusted adult about your problems and they may be able to help you find **ways to manage your stress**.


MHFA.org/teens



- A COMIC STRIP FOR KIDS, TEENS, THEIR PARENTS AND TEACHERS (UNLIMITED REPRODUCTION RIGHTS) -



♥ **Be safe**
by taking precautions.

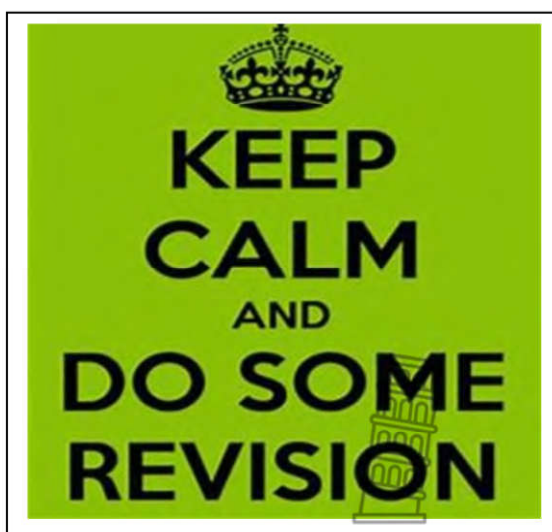
♥ **Be smart**
by staying informed.

♥ **Be kind**
by supporting each other.





COMMON ASSESSMENT TASK (EXAMINATION TIPS)



5 TOP TIPS FOR EFFECTIVE EXAM REVISION

AS RECOMMENDED BY PREVIOUS UNIVERSITY STUDENTS!*

1. START EARLY

Don't leave it to last minute! Start revising a couple of weeks before your exams to give your brain time to absorb.

2. PLAN YOUR TIME

Failing to prepare is preparing to fail, so plan wisely. Make a schedule to document what you will revise and when!

3. AVOID YOUR PHONE

Revision is tough, but looking at social media every ten minutes won't help you learn! Put your phone away so you can focus.

4. PRACTISE!

Athletes don't win gold without rigorous training, and neither will you! Actively practising (e.g. doing mock exams) can help re-inforce knowledge.

5. TAKE BREAKS

Your body needs rest in order to get stronger, and so does your brain! Be sure to take regular breaks during revision - your mind will thank you.

Good luck!

SIMPLY
EDUCATION

*A focus group of 5 University graduates was used to collect information for this infographic

Beat Exam Stress



Avoid panic at all cost

If you feel like you're losing your nerve, remember to do regular deep breathing exercises. Try one or more of the following techniques:

Close your eyes, relax and breathe deeply. Imagine your ideal, safe and relaxing place. In your mind, go there for approximately 30 seconds. Breathe easily and enjoy the relaxation. Go to this relaxation sanctuary every time you feel stressed.

Breathe in deeply and hold your breath for three seconds. Exhale out loud, letting your head, jaw and shoulders drop. Breathe in again bringing your neck, jaw and shoulders back to its original position. Repeat this once or twice.

Try some desk exercises? roll your shoulders to release tension in your back and neck.

When you are on your study breaks, rest your eyes by looking into the distance.



Get Active

Stress builds up cortisol, which clogs you up. Exercise physically neutralizes stress hormones. Make sure to set aside some time to do some physical activity and to keep your heart rate up for at least 30 minutes at a time, and aim to do this 5 times a week.

Good exercises for combating stress are running and boxing.





Sleep

Studies show that a lack of sleep affects your concentration and mental agility. You should make sure you sleep for at least 7 to 8 hours a night and avoid all-nighters!



Learn to say no

Don't over-commit yourself to things not related to your studies. The less you have on your plate, the less you have to stress about.



Think positively

When you are thinking positively, you will automatically feel happier and it dispels the anxiety you may experience during study time.



Have a routine

Getting into good habits during exam time can minimise stress. For instance, why not have your regular mealtimes away from your books, have your study breaks outside, or have a relaxing bath every evening after a long period of studying?

