Contents

TERM 1

Chapter 1: Development of the self in society 3

Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices:
identify stressors, assess and manage stress 3
Unit 2: Life skills required to adapt to change as part of healthy lifestyle choices:
conflict resolution skills 15
Unit 3: Life skills required to adapt to change as part of healthy lifestyle choices:
initiate, build and sustain positive relationships and importance of
communication 19
Unit 4: Transition between school and post-school destination, positive and
negative aspects of change, investigate other views, the life cycle
and traditional practices 26
Unit 5: Personal lifestyle plan to promote quality of life 34
Content summary 36

Chapter 2: Physical Education: Participate in programmes
that promote achievement of personal fitness
and health goals 37

Unit 1: Safety in physical fitness activities 37
Unit 2: Set personal fitness and health goals 43
Unit 3: Participate in cardio kickboxing 50
Unit 4: Participate in aerobic dancing 55

Chapter 3: Study skills 62

Unit 1: Reflect on the process of assessment and examination writing skills,
apply these skills and revise examination writing skills 62
Unit 2: Importance of School Based Assessment 68
Unit 3: Importance of obtaining the National Senior Certificate (NSC):
Develop a study plan for Grade 12 70
Content summary 73

Chapter 4: Physical Education: Participate in programmes
that promote achievement of personal fitness
and health goals 74

Unit 1: Walk to keep fit 74
Unit 2: Jog to keep fit 76
Unit 3: Jump rope 77
## Contents

### TERM 1

**Chapter 1: Development of the self in society**  
1. **Unit 1:** Life skills required to adapt to change as part of healthy lifestyle choices:  
   - identify stressors, assess and manage stress  
   
2. **Unit 2:** Life skills required to adapt to change as part of healthy lifestyle choices:  
   - conflict resolution skills  
   
3. **Unit 3:** Life skills required to adapt to change as part of healthy lifestyle choices:  
   - initiate, build and sustain positive relationships and importance of communication  
   
4. **Unit 4:** Transition between school and post-school destination, positive and negative aspects of change, investigate other views, the life cycle and traditional practices  
   
5. **Unit 5:** Personal lifestyle plan to promote quality of life  

**Content summary**

### Chapter 2: Physical Education: Participate in programmes that promote achievement of personal fitness and health goals**  
6. **Unit 1:** Safety in physical fitness activities  
   
7. **Unit 2:** Set personal fitness and health goals  
   
8. **Unit 3:** Participate in cardio kickboxing  
   
9. **Unit 4:** Participate in aerobic dancing  

### Chapter 3: Study skills**  
10. **Unit 1:** Reflect on the process of assessment and examination writing skills, apply these skills and revise examination writing skills  

11. **Unit 2:** Importance of School Based Assessment  

12. **Unit 3:** Importance of obtaining the National Senior Certificate (NSC):  
   - Develop a study plan for Grade 12  

**Content summary**

### Chapter 4: Physical Education: Participate in programmes that promote achievement of personal fitness and health goals**  
13. **Unit 1:** Walk to keep fit  

14. **Unit 2:** Jog to keep fit  

15. **Unit 3:** Jump rope
## Chapter 5: Careers and career choices

- **Unit 1:** Commitment to a decision taken  
- **Unit 2:** Reasons for and impact of unemployment  
- **Unit 3:** Innovative solutions to counteract unemployment

**Content summary**

## Chapter 6: Physical Education: Participate in programmes that promote achievement of personal fitness and health goals

- **Unit 1:** Fitness exercise circuits  
- **Unit 2:** Fitness relays and fitness retest

**Programme of assessment**

- **Term 1:** Physical Education Task (PET)  
- **Formal written assessment task**  
- **Exam practice:**

### TERM 2

## Chapter 7: Democracy and human rights

- **Unit 1:** Responsible citizenship  
- **Unit 2:** The role of the media in a democratic society: electronic and print media  
- **Unit 3:** Ideologies, beliefs and world views on recreation and physical activity across cultures and genders

**Content summary**

## Chapter 8: Physical Education: Participate in programmes that promote long-term engagement in physical activity

- **Unit 1:** Safety in games and sport  
- **Unit 2:** Play soccer  
- **Unit 3:** Play basketball  
- **Unit 4:** Play indigenous games

## Chapter 9: Social and environmental responsibility

- **Unit 1:** Community responsibility to provide environments and services that promote safe and healthy living  
- **Unit 2:** Formulating a personal mission statement for life  
- **Unit 3:** Impact of vision

**Content summary**
Chapter 10: Physical Education: Participate in programmes that promote long-term engagement in physical activity 173

Unit 1: Traditional and non-traditional games 173
Unit 2: Play community and playground games 178

Programme of assessment Term 2: Physical Education Task (PET) 179
Formal assessment task Term 2: Project 181
Exam practice: Term 2 185

TERM 3

Chapter 11: Development of the self in society 189

Unit 1: Human factors that cause ill-health, accidents, crises and disasters 189
Unit 2: Lifestyle diseases as a result of poverty and gender imbalances 195
Unit 3: Lifestyle diseases: contributing factors and intervention strategies 201
Unit 4: Commitment to participate in physical activities for long-term engagement: develop an action plan 207
Content summary 213

Chapter 12: Physical Education: Participate in activities that promote long-term engagement in relaxation and recreational activities 214

Unit 1: Safety for relaxation and recreational activities 214
Unit 2: Grade 12 dance 217
Unit 3: Self-defence 226

Chapter 13: Careers and career choices 230

Unit 1: Core elements of a job contract: worker rights and obligations; conditions of service 230
Unit 2: The value of work: how work gives meaning to life 241
Content summary 246

Chapter 14: Physical Education: Participate in activities that promote long-term engagement in relaxation and recreational activities 247

Unit 1: Educational gymnastics 247
Unit 2: Recreational dance 251
Unit 3: Orienteering and cross-country running 255
Programme of assessment Term 3: Physical Education Task (PET) 257
Exam practice: Term 3 259
Chapter 15: Study skills

Unit 1: Preparing for success: strategies to succeed in the Grade 12 exam

Unit 2: Revision of own study skills and revision of examination writing skills

Content summary

Chapter 16: Physical Education: Participate in activities that promote lifelong participation in physical activity

Unit 1: Safety in physical activities

Unit 2: Play table tennis

Unit 3: Do relaxation and fitness exercises

Chapter 17: Careers and career choices

Unit 1: Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans

Unit 2: Identify employment opportunities, letters of application and responses, and a CV

Content summary

Chapter 18: Physical Education: Participate in a variety of activities that promote lifelong participation in physical activity

Unit 1: Play games

Unit 2: Folk dance

Glossary

Index
Chapter 1: Development of the self in society
Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices: identify stressors, assess and manage stress
Unit 2: Life skills required to adapt to change as part of healthy lifestyle choices: conflict resolution skills
Unit 3: Life skills required to adapt to change as part of healthy lifestyle choices: initiate, build and sustain positive relationships and importance of communication
Unit 4: Transition between school and post-school destination, positive and negative aspects of change, investigate other views, the life cycle and traditional practices
Unit 5: Personal lifestyle plan to promote quality of life

Programme of assessment
- Physical Education Task (PET)
- Formal written task: Portfolio of evidence

Chapter 2: Physical Education: Participate in programmes that promote achievement of personal fitness and health goals
Unit 1: Safety in physical fitness activities
Unit 2: Set personal fitness and health goals
Unit 3: Participate in cardio kickboxing
Unit 4: Participate in aerobic dancing

Chapter 3: Study skills
Unit 1: Reflect on the process of assessment and examination writing skills, apply these skills and revise examination writing skills
Unit 2: Importance of School Based Assessment
Unit 3: Importance of obtaining the National Senior Certificate (NSC): Develop a study plan for Grade 12

Chapter 4: Physical Education: Participate in programmes that promote achievement of personal fitness and health goals
Unit 1: Walk to keep fit
Unit 2: Jog to keep fit
Unit 3: Jump rope

Chapter 5: Careers and career choices
Unit 1: Commitment to a decision taken
Unit 2: Reasons for and impact of unemployment
Unit 3: Innovative solutions to counteract unemployment

Chapter 6: Physical Education: Participate in programmes to promote achievement of personal fitness and health goals
Unit 1: Fitness exercise circuits
Unit 2: Fitness relays and fitness retest
Chapter 1: Development of the self in society

Week 5; 5 hours

Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices: identify stressors, assess and manage stress

Weeks 1–2; 2 hours

1.1 Identify stressors

I am so excited to be in Grade 12! It can be stressful, but we can use this stress to motivate and push ourselves ... to do well.

Yes, for sure, let's not be scared of Grade 12, but make it the best year ever ... by working hard from Term 1 already. This will reduce the stress of Term 4 ... This is awesome! I also like being in Grade 12. I waited a long time for this ...

Congratulations on being a Grade 12 learner! You have persevered and already achieved a great deal. That is why you are now in Grade 12. This year you will have to learn how to adapt to change, how to make healthy lifestyle choices and how to ensure that you have a good quality of life. Work carefully through your Life Orientation chapters to ensure that you make the most of your final year at school and are ready for the adventures that await you in the future. How to deal with stress is an important aspect of being able to cope with Grade 12.

Stress is a reaction caused by ongoing, increasing or new pressures or demands. When the pressures are more than your coping skills, you may feel overcome by:
• constant nervous tension or anxiety
• too much to do
• too many problems to solve
• too many things happening over which you think you have no control.

The pressures that lead to stress are called stressors. Stressors may be physical, emotional, social and environmental. These stressors have an effect on your quality of life and how well you live. The factors that cause stress are often linked. For example, if you live in a stressful environment, you may fall physically ill; illness is also a stressor.

Unit 1:
Key questions
1. What is change?
2. What are your stressors?
3. How stressed are you?
4. How can you manage your stress?

Key words
change – to transform or become different
quality of life – your level of personal well-being and satisfaction with your life, what the conditions of your life are
stress – pressure, nervous tension and anxiety, constant worry, strain
anxiety – worry, nervousness or unease
stressors – things that cause stress or pressure
Physical stressors
Physical factors cause stress that affects your body. Examples include lack of physical exercise, physical or sexual abuse, illness, injury, tuberculosis (TB), HIV and AIDS, hunger, accidents, overtiredness and physical disabilities. Physical stressors also include unhealthy lifestyle choices such as poor nutrition, lack of sleep, substance abuse and addiction. Examples include drinking too much caffeine or alcohol, smoking, using drugs, sexual promiscuity that leads to sexually transmitted infections (STIs), and risky behaviour such as driving while using a cell phone or while drunk.

Emotional stressors
Emotional stressors include your feelings, thoughts, reactions to life crises and change, your personality and your image of yourself. Feelings that are stressors can be constant worry, nervousness, anxiety, jealousy, anger, disappointment, rejection, pain from a broken relationship, hate, fear, fear of failure and uncertainty about your future.

Life crises that are stressors include unplanned pregnancy, death of a parent or family member, failing, divorce of parents, job loss, not getting into the university of your choice or being a victim of crime.

Change can be a stressor. Examples include moving to a new place, starting a new job, marriage and transition from school to adult life.

Personality as a stressor
Your personality consists of the thoughts, feelings, attitudes and behaviours that make you unique. Your personality may be a stressor. Knowing more about personality types may help you to understand in what way your personality could be a stressor. Keep in mind that we are all a mix of personality types, and often our personalities are affected by the situations we are in. So none of us will completely fit into only one specific personality type. Table 1.1 explains four main personality types.

Table 1.1: Personality types

<table>
<thead>
<tr>
<th>Type A personality</th>
<th>Type B personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You are competitive, a person who wants to succeed and achieve a lot.</td>
<td></td>
</tr>
<tr>
<td>• You have goals and aim to reach the top.</td>
<td></td>
</tr>
<tr>
<td>• You push yourself very hard.</td>
<td></td>
</tr>
<tr>
<td>• You like to be in control.</td>
<td></td>
</tr>
<tr>
<td>• You feel that everything is urgent and worry about deadlines, tests and exams. This may cause you stress.</td>
<td></td>
</tr>
<tr>
<td>• You are often busy, rushing around, impatient and sometimes aggressive.</td>
<td></td>
</tr>
<tr>
<td>• You want to hand in perfect tasks.</td>
<td></td>
</tr>
<tr>
<td>• You are brave and often lead the way with new ideas.</td>
<td></td>
</tr>
<tr>
<td>• You don’t have time to waste; you are hardworking and self-motivated.</td>
<td></td>
</tr>
<tr>
<td>• You are easy-going, restful and very relaxed. You are laid-back; you take things easy and as they come.</td>
<td></td>
</tr>
<tr>
<td>• You often delay work and do things at the last minute.</td>
<td></td>
</tr>
<tr>
<td>• You can be seen as a procrastinator. This may cause you to be stressed, as you have to struggle to meet deadlines.</td>
<td></td>
</tr>
<tr>
<td>• You are not very competitive and don’t mind if you don’t win, or even come last.</td>
<td></td>
</tr>
<tr>
<td>• You are optimistic and always expect the best to happen.</td>
<td></td>
</tr>
<tr>
<td>• You like to joke with your friends and are often seen as cool.</td>
<td></td>
</tr>
</tbody>
</table>
**Social stressors**

Social stressors refer to aspects of your relationships with others, from your family and friends to society in general.

### Family and society
- divorce or death in the family
- family responsibilities
- family pressure to succeed
- arguments with family members
- trouble with the law
- poverty, financial difficulties, debt
- stigma
- gender discrimination
- lack of work
- fear of crime
- problem neighbours.

### Friends and peers
- peer pressure
- breaking up a friendship or relationship
- loneliness
- unpopularity
- being unsure of others
- teasing and name calling
- bullying
- pressure to join a gang or to party
- pressure to smoke, drink, use drugs
- pressure to wear expensive clothes.

**Environmental stressors**

The environment is everything around you. It is where you live and includes all the physical factors that may affect you. Environmental stressors can include:

- pollution such as air pollution caused by traffic, or water pollution caused by waste from factories and mines
- natural disasters – fire, floods, drought
- dangerous environments where violence is part of life
- harmful living conditions that lack basic facilities such as water and electricity and proper shelter
- lack of private space at home, for example, having to share a room and having to share work spaces
- noise pollution such as cell phones ringing, building works, loud music
- physical factors such as a lack of fresh air, lack of sunlight, and lack of privacy.

### Activity 1: Find out if your personality is a stressor

Read Table 1.1 before you answer the questions.

1. Tick the characteristics that are most true of you in each personality type.
2. Which personality type is closest to the way you are? Give reasons for your answer. (4)
3. Critically evaluate if and how your personality type adds to your stress. Give reasons for your conclusions. (8)

An airless, cramped working environment can be a huge stressor.
Look at Table 1.2 which lists the different stressors and factors that may have a stressful effect on the quality of life:

### Table 1.2: Examples of stressors, stress factors, and their effects on quality of life

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Factor</th>
<th>Example</th>
<th>Effect on quality of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Abuse</td>
<td>A family member beats you</td>
<td>Physical and emotional pain, loss of trust, fear, unable to focus on studies, scarring, absent from school and falling behind</td>
</tr>
<tr>
<td>Emotional</td>
<td>Life crises</td>
<td>A death in the family</td>
<td>Sorrow, mourning, loneliness, depression, loss of income</td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td>Having Type A personality</td>
<td>Worry, anxiety, sleeplessness, unhealthy lifestyle choices</td>
</tr>
<tr>
<td>Social</td>
<td>Vocation</td>
<td>Unsure about which career to choose</td>
<td>Worry, loss of motivation, loss of sleep</td>
</tr>
<tr>
<td></td>
<td>Social pressure</td>
<td>Peer pressure to do something you don’t want to, for example, smoking or drinking alcohol</td>
<td>You harm yourself and may end up in jail</td>
</tr>
<tr>
<td></td>
<td>Poverty</td>
<td>You don’t have money to pay for your school needs</td>
<td>You worry a lot, feel uncertain if you will be able to write the exams, lose motivation</td>
</tr>
<tr>
<td>Environmental</td>
<td>Noise</td>
<td>Living in an area where there is a lot of noise from heavy traffic</td>
<td>You may feel very tense, get headaches, become irritable and be unable to focus</td>
</tr>
</tbody>
</table>

### Identify your stressors

Life Orientation teachers did research with a large group of Grade 12 learners about their stressors. Graph 1 shows the stressors that learners saw as their main causes of stress.

**Graph 1** Typical stressors experienced by a group of Grade 12 learners

**Activity 2: Analyse a graph to identify stressors**

1. Look at Table 1.2. For each of the four stressors:
   1.1 List one factor for each stressor, not mentioned in the table, which you may experience. (4 × 1)
   1.2 Give an example of each factor you list. (4 × 1)
   1.3 Explain the effect of each factor you gave, on your quality of life. (4 × 1)
2. Look at Graph 1.
   2.1 Which two stressors affect Grade 12 learners most often? (2)
   2.2 Explain how this compares to your main stressors. (2)
1.2 Assess your levels of stress

The signs and symptoms of stress

The signs of stress are physical and can be seen or measured. The symptoms of stress are problems that you notice or feel. For example, on a hot day, feeling cold and shivering could be symptoms, possibly of flu. If the nurse at the clinic takes your temperature and finds that it is high, this is a sign that you may have flu. Similarly, feeling worried is a symptom of stress. It is your personal experience. Other symptoms of stress can include headaches, stomach aches, feeling tense, being unable to sleep, constant thirst and feelings of unease. The signs of stress could include diarrhoea or an upset stomach, rapid heartbeat, bleeding ulcers and sweating too much.

Positive and negative stress

Stress is a normal and necessary part of life if you can cope with and manage it. Stress can motivate and make you ready for action as it releases adrenaline into the blood stream to give you the energy to take action. Positive or good stress is called eustress. Eustress is good for you as it can motivate you, encourage you and make you push yourself. Positive stress such as presenting a report to the class, writing an exam, or going for an interview, can bring out the best in you.

However, when your stress becomes more than you can cope with, it becomes unhealthy, unpleasant and can be dangerous. If you are in stressful situations for too long and too often, you release too much adrenaline, which can be harmful. This type of stress is called distress, and is negative or bad stress. Too much stress can reduce your performance level. For example, if you are too stressed about an exam or test you may not be able to think clearly. Negative stress can also affect your quality of life. It can make you ill, unhappy, depressed and unproductive. It can also make you choose unwise lifestyle choices. For example, when some people are distressed, they start abusing alcohol, which only makes their stress worse and damages their health.

In order to manage your stress, you first need to find out how stressed you are. Activity 3 on the next page will help you to assess your levels of stress.

Levels of stress

A low level of stress means that you are able to cope with the stress in your life. An average level of stress means that you are still coping, but what is stressing you needs attention before your stress becomes unmanageable. A high level of stress means that you urgently need to apply stress management methods to reduce your stress, or to get rid of the causes of your stress.

You will assess your own level of stress in Activity 3. But first look at the example shown in graphs 2 and 3. A Life Orientation teacher asked her learners to assess their levels of stress in February, using the tests given in Activity 3. She asked them to assess their stress again in early October. Look at the graphs on the next page. What was the difference? Why do you think there was a difference?

Key words

- signs of stress – measurable indications of stress
- symptoms of stress – feelings that indicate stress
- adrenaline – a chemical messenger called a hormone that is released into the blood system in reaction to stress; it increases the heart rate and blood pressure
- eustress – positive, good and necessary stress
- distress – negative, harmful, bad stress
Activity 3: Assess your levels of stress

You do not have to share your answers with anybody. There are no marks for questions 1–4, and no wrong or right answers. You just need to be honest and think carefully. To find out what your level of stress is, answer questions 1–4 honestly, and then look at the guidelines upside down under the activity on page 9 to assess your levels of stress.

1. Answer ‘yes’ or ‘no’ to these questions about physical stress symptoms and signs.

<table>
<thead>
<tr>
<th>Physical stress symptoms and signs. Do you often?</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat too much or too little?</td>
<td></td>
</tr>
<tr>
<td>2. feel dizzy or faint?</td>
<td></td>
</tr>
<tr>
<td>3. feel very tired?</td>
<td></td>
</tr>
<tr>
<td>4. find it hard to sleep or sleep too much?</td>
<td></td>
</tr>
<tr>
<td>5. get headaches?</td>
<td></td>
</tr>
<tr>
<td>6. get palpitations: a racing or fast heart beat?</td>
<td></td>
</tr>
<tr>
<td>7. have stomach ache or diarrhoea (a runny tummy)?</td>
<td></td>
</tr>
<tr>
<td>8. sweat even if you don’t exercise or when it is not hot?</td>
<td></td>
</tr>
<tr>
<td>9. grind your teeth and have a sore jaw?</td>
<td></td>
</tr>
<tr>
<td>10. hold your fingers tightly in a fist?</td>
<td></td>
</tr>
<tr>
<td>11. have sore muscles and muscle spasms?</td>
<td></td>
</tr>
<tr>
<td>12. get an itchy skin or a skin rash?</td>
<td></td>
</tr>
</tbody>
</table>
2. Answer 'yes' or 'no' to these questions about symptoms and signs of emotional stress.

<table>
<thead>
<tr>
<th>Emotional stress symptoms and signs.</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cry for no reason?</td>
<td></td>
</tr>
<tr>
<td>2. find it hard to make decisions?</td>
<td></td>
</tr>
<tr>
<td>3. feel there is no hope, there is nothing you can do to make things better?</td>
<td></td>
</tr>
<tr>
<td>4. feel you always get or do things wrong?</td>
<td></td>
</tr>
<tr>
<td>5. feel you cannot cope, there is too much in your life to deal with?</td>
<td></td>
</tr>
<tr>
<td>6. feel you are trapped and cannot get out of your situation?</td>
<td></td>
</tr>
<tr>
<td>7. find it hard to make decisions?</td>
<td></td>
</tr>
<tr>
<td>8. panic or get very worried for no reason?</td>
<td></td>
</tr>
<tr>
<td>9. get very irritated and cross over small things?</td>
<td></td>
</tr>
<tr>
<td>10. worry about your problems?</td>
<td></td>
</tr>
<tr>
<td>11. feel sad, but you don’t know why?</td>
<td></td>
</tr>
<tr>
<td>12. feel uneasy, as if something bad is about to happen?</td>
<td></td>
</tr>
</tbody>
</table>

3. Answer 'yes' or 'no' to these statements. Do they describe the way you feel about your life?

<table>
<thead>
<tr>
<th>Life satisfaction</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oh, my life is perfect!</td>
<td></td>
</tr>
<tr>
<td>2. I am happy and satisfied with my life.</td>
<td></td>
</tr>
<tr>
<td>3. I love my life.</td>
<td></td>
</tr>
<tr>
<td>4. If I could have my life over, I would not change anything!</td>
<td></td>
</tr>
<tr>
<td>5. Good; my life is going exactly the way I want!</td>
<td></td>
</tr>
<tr>
<td>6. I hate my life.</td>
<td></td>
</tr>
<tr>
<td>7. I wish I could have my life over again; it will be so different from what I have now.</td>
<td></td>
</tr>
</tbody>
</table>

4. Which of these sentences would your friends use to describe you? You may choose more than one.

4.1 You are always in trouble; you go from one crisis or disaster to the next.
4.2 You are so moody, we never know what to expect from you.
4.3 We have to be so careful what we say to you ... you get cross so easily.

4.4 You are so calm, nothing seems to worry you.
4.5 You seem to take all of life’s challenges with a smile; nothing seems to get you down.

5. After comparing your answers to the guide below, write two paragraphs to describe and critically analyse your level of stress. (10)

---

Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices: identify stressors, assess and manage stress
1.3 Stress management

How you react to, deal with and manage your stress, is your choice. You can either choose to let stress be the winner and harm your life, or you can deal with your stress and turn it to your advantage. Use some of your stress to energise and motivate yourself, and deal with the rest by using methods that work for you. It is best to deal with your stresses one at a time, otherwise you could feel overcome by too many things.

Coping mechanisms and/or management techniques

Coping mechanisms are the ways you act, think or behave to help you deal with stress. For example, you can change the way you think about your problems and see them as challenges and opportunities for learning. Not all coping mechanisms are helpful, for example, drinking alcohol or taking drugs. Management techniques are ways in which you control the stress in your life, and the methods you use to prevent stress, such as managing your time and eating healthy food.

To reduce their stress, these Grade 12 learners apply different stress management methods.
Develop and implement your own strategy
There are many different stress management methods. Different methods work for different people and the method can also depend on the situation. Add the following methods to your skills set, so you can apply them as needed.

Skills focus

Method 1: Identify stressors and assess stress levels
The first step in dealing with stress is to know what the causes of stress are, and how stressed you are. Identify what your stressors are and assess your levels of stress to see if you have a problem. Then look at ways of dealing with each stressor. You identified your stressors in Activity 3 on pages 8–9, so you have already applied a stress management method.

Method 2: Follow a balanced lifestyle
A balanced lifestyle means that you make time for your school work, friends and family, do physical exercise, have hobbies, get enough sleep and eat balanced meals so you get the nutrients you need. It means that you must prioritise school work because you are in Grade 12, but also give yourself enough time to stay healthy, happy and active.

Method 3: Make time for physical exercise, recreation and relaxation
Physical activity is one of the best ways to get rid of stress. In Grade 12 your school work load is high so you probably spend a lot of time in front of your books. If you sit for long periods of time without exercise, stress can build up in your body.

Choose the recreation and sports activities that give you the best option to exercise, relax, reduce pressure and have fun. For example, Dibeke, Kgati, Kho-kho, self-defence, yoga, jogging, swimming, walking, dancing, gardening, skipping and adapted team games are all fun.

Get regular physical exercise to make sure you maintain your physical fitness. Follow a fitness plan to make sure you promote your flexibility, endurance and cardiovascular strength.

An example of relaxation exercises is yoga, which has been practised for more than 5 000 years. It helps you increase your flexibility, endurance and focus. Yoga gives you a full body workout as you use all your muscles. It helps to strengthen, stretch and tone your muscles and promotes flexibility. If you do yoga for 10–15 minutes each day, you will benefit by learning to relax.

Method 4: Balanced nutrition
Follow a balanced diet and eat healthy food and regular meals. Have fresh fruit and vegetables every day. Remember to drink enough water. You can sip water while you study. Have healthy snacks like peanuts, apples, wedges of cheese, low-salt biscuits, small amounts of dark chocolate, peanut butter or honey sandwiches, milk and rooibos tea while you study. Avoid chips, sweets, fizzy cooldrinks, cakes and caffeinated drinks such as tea and coffee.

Method 5: Deal with your emotions
Find an outlet for your feelings. For example, beat a drum, sing as loudly as you want, kick a ball around or write what you feel in a journal.

If you feel very emotional, vent your feelings by giving a huge shout, but with no sound. Scream with your entire body, but don’t let any sound come out. Fill your lungs with air, open your mouth as wide as possible, make your hands into fists and shake them, stamp your feet, but all in silence. Keep this up for about a minute. You will feel much better afterwards as this helps to release negative feelings.
Beat your frustrations out on a drum. Make music at the same time!

Method 6: Visualise and turn hurtful emotions into healing emotions

Visualisation is very useful to help you relax and turn hurtful emotions into healing emotions. To visualise something means that you see pictures in your head, or imagine it. A short visualisation exercise can feel like a break because it takes you away from your immediate environment, which may be the cause of your stress.

Read through these instructions first before you do this exercise, as it requires you to close your eyes. Alternatively, ask a friend to read these instructions to you while you do the exercise, and then do the same for your friend. Read slowly and give enough time for each part of this activity. It must not be rushed.

- Close your eyes. Listen to the furthest sound you can hear. Allow your hearing to go far away from where you are. Now imagine you are moving away and following the sound you hear.
- Now imagine you are outside. Let go of the sound, and slowly see yourself float or move towards a far, far away place. Imagine that you are floating ... imagine that you are flying ... as you move towards this far, far away special place.
- You arrive at this special place. All is peaceful. Soft music is playing, birds are singing sweetly. The green trees are rustling in the breeze. A river is slowly trickling past you. Breathe in and out slowly, as you sigh with happiness. Ahhh ... it is so very peaceful in this far, far away quiet, special place.
- You know you are safe here. There are no pressures, no worries. All is good ... you are protected, you are loved, you are cared for.
- You know you can cope.
- Breathe in slowly, breathe out slowly.
- Very slowly, imagine yourself saying goodbye to this special quiet, far, far away place. Don't worry, you can always come back here, anytime you want.
- Slowly wave goodbye as you float back to where you started. Slowly open your eyes, give a big stretch and sigh, yawn.
- Now you are ready to deal with your pressures, one by one.

Method 7: Laughter

Laughter is one of the best ways to relieve stress. Start a giggle in class and pass it on. Laughter is contagious and soon everybody will be laughing! Laughing sometimes turns into crying; this is fine, as crying also helps to reduce stress.
Method 8: Time management

Identify your time wasters and deal with them. Turn time wasters into time savers. Too much TV, too much cell phone time, too many computer games, more than 10 hours of sleep a night, too much talking about examinations without actually studying for them are all time wasters.

Avoid putting things off till later. Try to do what has to be done, immediately.

Make a study plan and keep to it. Start revising, in Term 1. Plan to use half of each school holiday to work through old exam papers and to study.

Method 9: Good relationships

Be good to your friends, support them and also get support from them. You need each other. Work in a study group. Share summaries, questions and answers. Go out as a group for a relaxing walk or jog, or to enjoy a dance, movie or soccer game.

Your focus needs to be on your school work. Serious relationships can distract you. Try to keep your relationships friendly and deal with conflict. Avoid having relationships that may keep your attention away from your studies.

Method 10: Embrace the challenges of Grade 12

Prepare yourself for Grade 12 by having a positive attitude towards this year. Believe in yourself. Be kind to yourself. Motivate yourself by telling yourself you can achieve a lot this year. Know that you have come so far; so there is no reason why you won’t make it now if you work hard. Remember your strengths and good qualities. Tell yourself: No matter what, I am a worthy person. Look at each success you achieve this year, and let that give you the courage to continue to aim for your goals.

Method 11: Apply exam stress reducers

Before you write a test or exam, or if you feel too much pressure in an exam, quieten your mind by doing these exercises. They take only about one to two minutes, so won’t waste your time.

Calming exercise
To calm yourself, focus your attention and to get energy:
- Sit upright in your chair. Let your hands lie loosely on your lap. Close your eyes.
- Listen to the furthest, most far away sounds you can hear, far beyond the examination room.
- Then bring your listening back, so you hear the closest sounds around you. Listen to the sounds of breathing in the class, the rustle of papers, your own breathing and heartbeat.
- Now send your listening out again to the furthest sounds you can hear. Then bring your listening back in again to the classroom.
- Open your eyes and return to your question paper.

Exam breathing exercise
When you are stressed you may hold your breath or not breathe deeply enough. Always try to breathe in and out deeply. This is because deep breathing helps you to get the necessary oxygen to your brain so you can think better, and it calms you.
- Breathe in deeply, from your stomach. Then hold your breath for 10 seconds, counting slowly.
- Now let go of your breath very slowly, also counting to 10 until the last bit of air is out.
- Repeat a few times.

Manage your stress to ensure that Grade 12 is less stressful.
Activity 4: Develop and implement your stress management strategy

1. Describe one way in which you usually cope with stress, to a partner.
2. Select one stress management method from the list on pages 11–13. Apply this method for three weeks.
3. Write a paragraph to critically evaluate whether your stress has been reduced, whether it is still the same or has increased. (6)
4. Create a personal stress management plan.
   4.1 Explain which stress management methods you will use. (4)
   4.2 Explain why you selected these methods. (4)
   4.3 Indicate when you will implement the different aspects of your plan. (2)
5. Frequently revisit your plan to evaluate your progress. Make a note of your progress. (4)
Unit 2: Life skills required to adapt to change as part of healthy lifestyle choices: conflict resolution skills

Week 3; 45 minutes

2.1 Interpersonal and intrapersonal conflict

Conflict is a normal part of life. Conflict happens when there are disagreements, or opposing viewpoints, or struggles for power. Interpersonal conflict happens between people. It is a disagreement between two or more people. For example, your best friend accuses you of gossiping. You deny it, as it is not true, but your friend does not believe you. So this is then an interpersonal conflict between people.

Intrapersonal conflict happens within yourself. Intrapersonal conflict is when you think about something, wrestle with it and have inner conflict. For example, you may be in conflict with yourself because part of you wants to do well in a test and study the whole weekend, but another part of you wants to visit a friend. Sometimes people get so disturbed by inner conflicts, that they end up being unable to do anything. For example, you may think so much about the test and wanting to visit your friend instead, that in the end you don’t study, but also don’t visit your friend; so you end up doing nothing.

Key words

conflict – disagreement, argument, fight
resolution – solution, agreement
interpersonal – existing or occurring between persons
intrapersonal – existing or occurring within yourself

Nothing can bring you peace but yourself.
Ralph Waldo Emerson

1. Intrapersonal conflict
2. Interpersonal conflict

Key questions

1. What is the difference between interpersonal and intrapersonal conflict?
2. What is meant by conflict resolution, mediation and negotiation?
2.2 Conflict resolution skills

Conflict is good and normal, but can be harmful if it is not resolved. It is not so much the conflict that is harmful, but how we deal with it. If we can’t resolve conflict properly, it can lead to deeper conflict and even war. Conflict resolution skills are skills to help you solve both inter- and intrapersonal conflicts in your life.

Skills focus

**Conflict resolution skills for intra- and interpersonal conflicts**

1. **Map the conflict to resolve intra- and interpersonal conflicts**
   Make an outline of what the conflict is about. Draw a mind map or a table. Find out who did what, what happened, how you and others feel and what the ideal outcome or resolution would be. It is easier to deal with a conflict if you know exactly what it is about, and can calmly put it in writing or make a drawing.

2. **Use ‘I’ sentences to resolve interpersonal conflicts**
   An ‘I’ sentence is a method of communicating in a conflict situation. You use a formula or set way. You never say the word ‘you’. So you never accuse a person directly. However, you explain the situation and request an improvement or resolution.

   **The formula you use is:**
   1. I feel ...
   2. When ...
   3. Because ...
   4. And I would like ... (to happen/to be done).

   **Explanation**
   1. I feel ...
      You say honestly how you feel, for example, I feel scared, worried, angry, upset, sad ...
   2. When ...
      Give a specific situation, for example, when I am called names, gossiped about, my homework is copied, I am lied to ...
   3. Because ...
      Now give a clear logical reason, for example, because it is untrue / unfair / I did not do what you accuse me of / a good friend would never do that ...
   4. And I would like ...
      Here you give the ideal situation or outcome or solution you want, for example, us to be friends again, an apology, a promise that this won’t happen again.
**Example situation**
Your group member did not do his part of a task. You have to hand in the task today and are going to lose a lot of marks. Now you use the ‘I’ sentence formula:

1. I feel ... disappointed and worried
2. When ... every group member does not hand in their part for our task
3. Because ... it lets the group down and we will lose marks
4. And I would like ... this never to happen again, and an attempt made to explain to the teacher so that we get an extension.

**3. Apply assertive skills to resolve interpersonal conflicts**
If you are assertive, you say what you need clearly, so it is understood. You are polite but firm. You try to reach a compromise so that the conflict can be resolved. The behaviours that are the opposite to assertiveness, and that are not helpful are aggression and passive behaviour. If you are aggressive you just want to fight. If you are passive you give in, or don’t deal with the conflict, and don’t express your needs. Assertiveness is a useful tool in interpersonal conflict.

**4. Use listening and rephrasing skills to resolve interpersonal conflicts**
If you are in an interpersonal conflict situation, you need to listen very carefully to what the other person is saying. Don’t interrupt. Give the person a chance to speak, but also ask for an equal chance to respond. To make sure you show you understood what the person said, rephrase what the person said in your own words. This means you summarise what they said, so they can check if you understood correctly. It also helps them to get clarity about what they want to say.

**5. Apply self-control skills to prevent and resolve intra- and interpersonal conflicts**
If you can control your emotions, and stay in charge of the situation, you will be better able to resolve the conflict. Self-control is useful in both intra- and interpersonal conflict situations. Hints for keeping control include:
- Avoid being overemotional. Calm yourself down.
- Ask for a time-out to remove yourself from the conflict situation.
- Decide how angry you want to be; it is your choice.
- Count to 500 or more, before you say anything.
- Go outside for a short walk or jog.
- Breathe in and out very slowly, until you become aware of your breathing.
- Listen to music and dance to the rhythm of the music.
- Write a letter and express your anger, then throw the letter away.
- Visualise or imagine yourself calming down. In your mind, see a picture of yourself smiling.
- Imagine yourself in 10 years’ time. Would this incident still make you angry?
6. Apply negotiation and mediation skills to resolve interpersonal conflicts

To negotiate is to talk through a conflict to reach an agreement. It can be described as trading with words. Plan before the time if possible. List your needs, as well as the other person’s demands. Describe the ideal outcome for both of you. Look at what you want, and what the other person wants, and start off with what is common to both of you. Try to get what is fair to both of you, even if each of you has to compromise or give up something. See yourself in a partnership with the other person, with the aim of reaching an agreement, not as opponents who are fighting.

To mediate is to keep the peace between people who are in a conflict situation. It is like being a referee because you can’t take sides, and have to be fair to everybody. Your main task is to make sure the people in the conflict situation listen to each other. Give them equal turns to speak. Stay calm and polite. When you mediate, you help them to focus on reaching an agreement.

**Activity 5: Apply conflict resolution skills**

Work in small groups to role-play the scenarios, after working through the skills focus on pages 16–18.

1. Role-play each scenario and apply your conflict resolution skills to try to resolve the conflict.
2. Work alone to write a summary in your workbook to explain what you learned about your conflict resolution skills.
3. Apply the skills on pages 16–18 to conflict situations that you may encounter in the next few weeks. Then write a short reflection to explain what you learned about your conflict resolution skills.
Unit 3: Life skills required to adapt to change as part of healthy lifestyle choices: initiate, build and sustain positive relationships and importance of communication

Weeks 3–4; 45 minutes

3.1 Initiate, build and sustain positive relationships: importance of communication

It is important to know how to initiate or start, build and sustain or keep relationships positive. Communication is about understanding others and communicating feelings, beliefs and attitudes. These are all vital skills as you meet new people when you leave school, go to university, and join the workplace.

Keep in touch with your family and school friends. You may go in different directions, but your school friends are the people who you know best and with whom you have shared a lot. Keep in touch via Facebook, SMS and visits when you return home. Keep the lines of communication open.

Skills focus

How to make friends, build your relationships and keep your friends

1. Initiate relationships
   - You may be in a new place next year. You may not know anybody. So it is up to you to start relationships and friendships. Most people are just as shy as the next person. A good way to break the ice when you meet new people is to make sure you hear their names. Ask them about their names or what they mean. Then ask them a little about themselves because people do like to talk about themselves. However, be sensitive. Some people are very private and don’t like to talk about themselves. Then you need to change the subject and talk about a neutral topic.
   - Try to remember names of people, so the next time you see them, they feel special because you remembered them. You could keep a friendship notebook of people you meet and make notes about their names, where they work and what their interests are.
   - Be willing to share a little about yourself, but don’t talk about yourself all the time. Avoid boasting or showing off. People don’t like braggarts.

Key words

sustain – keep going, maintain, continue
initiate – start, begin
2. Build and sustain relationships: communicate that you understand others by showing empathy

When you understand other people you have **empathy**. You can relate to what they are saying, feeling, and going through. An understanding friend is worth a lot. In the same way, when you are in the workplace, you need to show understanding for your colleagues. Developing positive relationships is based on being able to understand others. The core of communication is to show you understand. You do this by listening, hearing and trying to feel what it is like to be the other person, to see things from their side. This is what empathy means. A wise saying is that one should walk in the shoes or skin of the other person, before making a judgement.

Useful ways to show you understand others, is to start your response with these types of sentences:
- I know what you mean …
- I feel for you …
- I am with you in this …
- Almost the same thing happened to me, so I understand …
- No matter what, I am here for you …

3. Build and sustain relationships: show that you understand others by applying your listening skills

Hear what is being said. Be an active listener. Let the speaker finish before you begin to talk.

Listen, make sure you understand, summarise what the person has said. Reword and repeat what was said, and give a response. Ask if you don’t understand. Get more information. Show that you are interested by asking questions.
Reword and interpret what is said. Use sentences such as:
- In other words ...
- What I hear you saying is ...
- So, you felt that ...
- It sounds like you are feeling ...
- I understand that what happened was ...

Give your full attention to the person who is speaking. Use your body to show you are listening. Your body must face towards the speaker. Avoid turning away from the speaker or crossing your arms. Lean forwards to show you are interested. Nod your head to show you are listening.

Understanding and trust go together. Avoid gossiping about another person, or sharing information with others that was given to you in confidence.

4. **Build and sustain relationships: communicate your feelings, beliefs and attitudes**

Your feelings, what you believe and your attitude are all part of who you are. If you communicate your feelings and show your humanity, then people can understand you better. Your beliefs are part of who you are, and it is important to express them. It is important that you are free to communicate these aspects. However, always keep our Constitution in mind; never hold and express beliefs and attitudes that go against constitutional values.

- Express your feelings, beliefs and attitudes, but avoid imposing or forcing them on others. Every person is entitled to have his or her own views. Listen politely to others’ viewpoints, don’t interrupt, and then communicate your views.
- When you express your feelings, be specific. Describe the feeling. You can avoid misunderstandings, if you express yourself clearly.

Use these opening sentences to help you express yourself:
- I feel ...
- I believe that ...
- My attitude is that ...
- I think that ...
- I trust in ...
- My values are ...

**Activity 6: Give advice**

1. Describe core communication skills that are required to build positive relationships. (10)
2. Work in small groups to give advice to each of the learners in the three letters on the next page.
3. Work alone to make a summary of useful communication skills that help to initiate, build and sustain positive relationships. (10)
3.2 Factors that influence effective communication

There are many factors that affect good communication. Some of these are personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, and respect for the feelings of others.

Good communication means people understand each other, there are no misunderstandings and messages are given in a clear, understandable way. When there is effective communication, you won’t have to say or hear statements such as ‘But what I meant to say was …’. It would be clear from the start what you meant.

Personality

The way you act, behave, and react and your attitudes all form part of your personality. This may affect communication. Look at the personality types in the cartoons on the next page before you do Activity 7. Remember that nobody acts as a certain type all the time; most people are a mix of different personality types, in different situations.

Activity 7: Identify how personality can have an effect on communication

Work in pairs to look at the cartoons on the next page.

1. Identify the personality types that would have a negative effect on communication. Explain why they make communication difficult. (12)
2. Identify the personality types that would have a positive effect on communication. Explain why they make communication clear. (4)
3. List the personality types that are similar to you. Describe how they are similar. (4)
4. What advice can you give the personality types that are not good at communicating so that they may improve their communication skills? Give at least two practical suggestions to each type. (12)
1. Introvert – shy, doesn’t communicate easily

2. Extrovert – communicates easily

3. Attention seeker – overbearing, takes over, wants to be the centre of attention

4. Gossip – talks about other people

5. Insincere – two-faced or hypocritical

6. Bully – hurts people with words or actions

7. Unreliable – makes promises but doesn’t keep them

8. Trustworthy – keeps promises

Personality type affects communication
Attitudes and values
An example of how your attitudes and values can affect communication, is if you think that you are better than somebody else. 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. 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 responsibilities
Responsibility means you are accountable and do your duty. You can be trusted to do a job, because you take responsibility. If you make a mistake, you apologise and say you did it; you don’t try to shift the responsibility to somebody or something else.

If you don’t act responsibly, you let people down. This means they won’t trust you. Effective communication can’t happen where there is no trust, reliability and responsibility. Friendship comes with responsibilities. If you want to keep your friends, you sometimes have to make sacrifices. You need to be there to help them.

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. Always try to express your views and feelings in an acceptable way. Review the section in this unit on controlling your emotions and how to deal with anger, if you have a problem with how you express your feelings.

Respect the feelings of others
When you show respect for the feeling of others, you also show empathy and compassion. Even if you don’t agree with them, you can show respect and be understanding and polite. Always remember to treat others in the way you would like to be treated; that is a useful guide.

Skills focus
To show that you respect the feelings of others:
• Listen carefully, pay attention and look interested and engaged.
• Use positive body language and don’t look bored.
• Never interrupt.
• Respond with statements such as: I agree with what you are saying; I understand how you feel; It seems you are feeling ...; Thank you for sharing this with me.
• Avoid judging people without first listening to them properly.
• Avoid laughing at or teasing people when they share their feelings with you.
Activity 8: Role-play scenarios

Work in small groups and take turns to role-play these scenarios. Then work on your own and write short paragraphs on what you learnt about showing respect for other people's feelings.

Each scenario shows an inappropriate or wrong way to express views and feelings, which harms good communication. Role-play the scenario, and then repeat the scenario where you now correct the way the views and feelings are communicated.

1. Margaret is angry. She has failed her English test. She goes to the teacher, shouting: “I know you hate me! Don’t you know my future career depends on getting an A for English? How will I get into university now? You are the cause of my failure! I also hate you! I wish I were not in your class! Bah!” Then Margaret runs from the classroom, slamming the door loudly, before the teacher can respond.

2. Bongani is very sad and upset that his girlfriend sent him an SMS to tell him she is breaking up with him. He wants to find out why she is breaking up, and why she did this by SMS. He sees her in class and says “Umm, Lisa, errr ... I see you sent me an SMS... it’s OK I guess ... but ... well, ummm, perhaps ... oh well, don’t worry ... I guess ... it’s fine...” and he walks away.

3. Jenny has very strong views about things. She is talking loudly to her classmate Thabo: “Thabo, I have the view that all the people who don’t agree with me are total fools. They just know nothing.”

You can learn how to show respect by practising this skill in role-plays.
Unit 4: Transition between school and post-school destination, positive and negative aspects of change, investigate other views, the life cycle and traditional practices

Week 4; 1 hour

4.1 Change in circumstances

Grade 12 is your last year at school: the end of one adventure and the start of many new adventures. Change is a normal part of being in Grade 12. How you deal with change can have an effect on your well-being.

Your circumstances may change a lot after Grade 12. From having the security of being in school with teachers and friends you know, and at home with a family, you may find that after Grade 12 you are alone, with new people, away from your family and may have to look after yourself and earn your own income. This is part of growing up as you are about to become independent and start off on your own adventures. Some people like change and adapt quickly. They use change as an opportunity for growth. However, some people fear change. They try to oppose change, or panic and don’t get the most from the opportunities that change brings.

Skills focus

How to adapt to growth and change in circumstances

• Plan what to do. Know what the changes will be and make a plan to deal with each aspect. Where possible, do this before the change happens.
• Think of previous changes in your life and how you coped with them. Use some of those skills again if they worked for you.
• Talk to somebody you trust; say how you feel about the change.
• List the good aspects of the change.
• Develop a positive attitude towards change and take charge. See it as a challenge and opportunity for your personal development and growth.
• Avoid resisting change and face your fear of change. Talk about your fears of change. Tell a friend, family member or teacher how you feel.
• Change will influence your need for more information. This is because you move from a known to an unknown situation. The more information you have about the new situation, the easier it will be to cope.
• Give yourself time to adjust to the change.
• Use your religion or belief system to guide you and to give you comfort and support.
4.2 Transition between school and post-school destination

Your post-school destination is the place you will be going to after school. Your movement from school to your destination, for example, either a higher education institution or the workplace, is called a transition.

There is a big difference between being at school and being at a post-school destination. Table 1.3 gives examples of this transition.

Table 1.3: Transition between school and post-school destination

<table>
<thead>
<tr>
<th>School</th>
<th>University</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bell rings for each class.</td>
<td>You have to be your own timekeeper; there are no bells.</td>
<td>You have strict starting and ending times, but there are no bells.</td>
</tr>
<tr>
<td>Teachers take a register as attendance is compulsory.</td>
<td>Your lecturers don’t force you to attend class. You may get a letter to say you can’t write exams because you did not attend enough classes. By then it’s too late and you fail.</td>
<td>Attendance is noted; you have to fill in a form if you are absent.</td>
</tr>
<tr>
<td>Teachers help you all the time. You can speak to teachers in or after class.</td>
<td>You have to make an appointment to meet lecturers if you need help. You may not always get an appointment. They expect you to be able to cope on your own.</td>
<td>It is assumed that if you qualify for a job, you will be able to do it.</td>
</tr>
<tr>
<td>Teachers know your name.</td>
<td>Very few lecturers know your name as there can be up to 500 students in a class.</td>
<td>Some colleagues may know your name and others not.</td>
</tr>
<tr>
<td>Teachers check up on you if you don’t do your work.</td>
<td>Nobody checks if you work or not.</td>
<td>Your manager or supervisor may check up on you. It is assumed that you will do the work.</td>
</tr>
<tr>
<td>You get into trouble if you are late for school.</td>
<td>You have a lot of freedom. You can be late for lectures and it may not be noticed because there may be 500 students in the class.</td>
<td>You have to be punctual. Some workplaces have a clock card system, which clocks in your arrival and departure times.</td>
</tr>
<tr>
<td>Teachers give you lots of notes, summaries, free textbooks and extra help.</td>
<td>You have to make your own notes and summaries, buy your own textbooks and ask ahead of time if you need help.</td>
<td>You will have to ask for help. You may have to go on a training course if you are not coping.</td>
</tr>
<tr>
<td>You wear a school uniform.</td>
<td>There is no uniform. You can wear what you like.</td>
<td>There is usually a dress code that you have to follow.</td>
</tr>
<tr>
<td>You usually live at home, near home, or in a school hostel.</td>
<td>If there is no university near you, you will live far away from your home. This could be in a hostel, a rented room or with a family.</td>
<td>Your work may include travelling away from home.</td>
</tr>
<tr>
<td>Usually your family feeds and clothes you.</td>
<td>You have to sort out your own meals, clothes and laundry.</td>
<td>Your meals and clothes are your responsibility. A few workplaces will provide uniforms and some may provide food.</td>
</tr>
</tbody>
</table>
Grant me the serenity
to accept the things
I cannot change,
courage to change
the things I can,
and the wisdom to
know the difference.
The Serenity Prayer by
Reinhold Niebuhr

A bond in the road is not the end of the road ... unless you fail to make the turn... African proverb

The transition from school to post-school

Activity 9: Suggest actions to cope with transition

Work in a small group. Look at Table 1.3 on the previous page before you answer these questions.
1. Decide on the five biggest transitions between school and a post-school destination. List them. (5)
2. Discuss the implications of being on your own, with no teachers to check on your progress. (5)
3. Critically evaluate what you can do to cope with a transition or change. (10)

4.3 Positive and negative aspects of change

Change is normal and happens all the time. Nothing stays the same. Change can be an everyday or smaller change, for example, changing from eating white bread to brown bread, or changing from playing netball to basketball. Change can also be big, and the end of a phase, for example, like leaving school at the end of Grade 12.

Change can be both positive and negative. It can make you feel stressed because you have to face new challenges. It may move you from where you feel comfortable, for example, at your school, to a new place such as a university. However, with change comes opportunities. You may also feel very excited and happy with change. Imagine if everything was always the same; that would be so boring.

Table 1.4 on the next page shows the positive and negative effects of change.
Table 1.4: Positive and negative aspects of change

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exciting</td>
<td>• Can cause stress</td>
</tr>
<tr>
<td>• Challenging</td>
<td>• Not always for the better</td>
</tr>
<tr>
<td>• Motivating</td>
<td>• May make you feel unsure and insecure</td>
</tr>
<tr>
<td>• Can lead to better things</td>
<td>• Can be irritating; just when you get used to something, there is change</td>
</tr>
<tr>
<td>• Demands that you are flexible</td>
<td>• Loss</td>
</tr>
<tr>
<td>• Keeps your brain alert</td>
<td>• Fear of the unknown</td>
</tr>
<tr>
<td>• Allows you to discover hidden potential</td>
<td>• Threatening</td>
</tr>
<tr>
<td>• Keeps your life interesting</td>
<td>• Painful, for example, illness</td>
</tr>
<tr>
<td>• Opportunities</td>
<td>• Sorrowful, for example, death</td>
</tr>
<tr>
<td>• Can lead to personal growth</td>
<td></td>
</tr>
</tbody>
</table>

How will it be? Where will I stay? How will people treat me ... they don't know me? Will the work be very difficult? Will I be lonely? Will I get lost?

Scenario 1: Dora leaves school

Dora walked through the school gates for the last time. She had just said goodbye to her school, her teachers and her friends. She sighed as she walked to her home, just round the corner. “Will I ever see any of them again?” she muttered.

Dora worried about next month. She was going to a university in another city, far from home.

These thoughts kept going through her mind. She was excited about going but also scared and uncertain.

“I don’t know what my future holds,” she whispered.

“Everything at home and at school is so sure and I know who I am here.”

Scenario 2: Sonwabo leaves home

Sonwabo can hardly breathe. He holds back his tears as he waves goodbye to his family. He will not see them for an entire year! He has been given a scholarship to study at a university in Cuba.

I am so scared. What will it be like in that country? I don’t even speak their language. Will I like their food? How will I find the way to the university? I don’t know that place. Oh I will miss my family so much. Why did I accept this scholarship? But I also feel excited. One day I will come back and be a doctor and be able to help my community!
4.4 Investigate other views and insights of the life cycle related to traditional practices

The life cycle is the growth or progression through different stages of development. For example, there is conception, birth, early childhood, childhood, puberty, youth (or adolescence), young adulthood, adulthood, old age and death.

The human life cycle

Traditional practices

Stages of development may be marked by rituals. The rituals will depend on which traditional practice your culture follows. The rituals are also called rites of passage. They are a way for cultures to teach values and ways of living. Rituals are ceremonies used by people to mark the transition or change from one stage in the life cycle to another.
Rites of passage help to make it easier to move from one phase to the next. They help people to adapt to change, and accept a new social status, as well as being accepted by the community. There is a specific social status, with responsibilities and privileges, linked to each life stage and new social role. The transitions from childhood to adulthood and from adult to elder would be very difficult if we did not have rites of passage to help us deal with these changes. Important stages in the life cycle are:

- birth
- first year at school
- puberty – body changes to get ready for reproduction
- 18 years old – voting age, drivers licence, school leaving
- 21 years old – adulthood
- graduation / profession / career
- marriage, starting a family
- grandparents / elderly
- death.

Male circumcision – isiXhosa initiation
Reed dance – isiZulu rite of passage
21st birthday party – marking entry to adulthood

Bat Mitzvah – Jewish religious ceremony
Funeral – Xitsonga mourners

Rites of passage in different cultures
Traditional African transition from being a girl to adulthood
Female transition includes communal ceremonies or individual rites. For example, communal ceremonies are the Ndebele and Pedi bojale, the Tshivenda vusha and domba, and the Swazi and isiZulu reed dance. At some of the female initiation ceremonies, which happen at a girl’s first menarche cycle, she will be instructed in appropriate sexual behaviour and wifely duties, and learn about married life. After the initiation period the girls get new clothes from their mothers. They also shave off their hair and receive new names to show their adult status.

Jewish transition from childhood to adulthood: bar mitzvah and bat mitzvah
A bar mitzvah is a ceremony for a Jewish boy on the first Shabbat (Sabbath) after his thirteenth birthday. In the Jewish culture, he takes on the religious duties and responsibilities of an adult. A Jewish girl has a bat mitzvah at the age of 12. It is believed that teenagers at this age now know the difference between right and wrong and can take responsibility for their own actions.

Marriage: Sesotho lenyalo, a wedding ceremony
Marriage is called lenyalo in Sesotho. It is a union between two people and two families, as well as a new household. The marriage is arranged by the family. There is a feast. Sheep may be slaughtered on behalf of the girl. There is joyous singing and dancing. When the bride is ready to share her home with her husband, a pot of beer is placed in his house as a sign that everything for the new household is ready.
Marriage: Western wedding ceremony
The wedding usually takes place in a church, where the bride and groom say 'I do'. The bride usually wears white, and has a number of bridesmaids and flower girls. Traditionally the bride's family pay for the wedding, and the groom's family pay for the drinks. After the church service, there is food and drink and sometimes dancing.

African traditional death
The final rite is that of death. To die means to become an initiate of the ancestors badimo or amadlozi. After death a person becomes a spirit. This spirit may decide on earthly matters, protect the family and make good or bad things happen. When a person dies, there is a funeral to start the process of initiation into the spirit world. The praises of the dead are sung, and the dead person is asked to remember those left behind. The deceased person's spirit or moya / isitunzi lives close to its old place until it moves to the spirit world.

Islamic death
The body of the person who has died is washed and covered. The body is buried as soon as possible, and faces Mecca. This is in the direction of prayer. After the burial, memorials for the dead may be observed at various intervals.

Many people in South Africa have both traditional and Western wedding ceremonies.

Activity 11: Investigate the life cycle and related traditional practices
1. Write a short essay to explain how rites of passage help people cope with change.
   In your essay, include:
   - the different stages of the life cycle (6)
   - an example of how each stage is dealt with in a rite of passage or ritual (12)
   - a conclusion where you explain how these rites of passage help people to cope with change. (7)
Unit 5: Personal lifestyle plan to promote quality of life

Week 5; 45 minutes

5.1 Your personal lifestyle plan

A personal lifestyle plan is a plan to live in a specific way. The best lifestyle plan is to live a healthy and balanced life. The aim is to improve or maintain a good quality of life, to promote your well-being and live a fulfilling and happy life. If you have a good quality of life, you are satisfied with your life, are healthy, feel safe, and are generally happy. Your physical health, emotional state, level of freedom and independence, social relationships, personal beliefs and your environment play an important role in your quality of life. To improve your quality of life, work on making your lifestyle healthy and make sure it promotes your well-being.

A healthy lifestyle means living in such a way that you remain healthy. If you have a lifestyle plan, you can better manage your life, take control of it and achieve the quality of life you want. Your lifestyle refers to the way you live, and what you do about aspects such as exercise, sleep and stress management. Below is an example of a personal lifestyle plan.

My lifestyle plan

- **Physical exercise:** get exercise every day for 20-30 minutes.
- **Nutrition and weight management:** eat balanced meals; avoid diets and reduce my fat and sugar intake.
- **Outdoors recreation and relaxation:** spend time at least once a week in the natural environment outdoors; relax with family and friends.
- **Sleep:** get enough sleep so I don’t feel tired when I wake up.
- **Promote healthy habits and avoid unhealthy habits:** know the difference between healthy and unhealthy habits; then make a plan to change unhealthy habits.
- **Abstention or safe sex:** wait until I am out of school before I have sexual relationships; if I do have sexual relations, always use a condom and go to the clinic for regular checks for STIs.
- **Avoid cigarettes, drugs and alcohol:** avoid all these substances; they don’t reduce stress or make life better; only worse.
- **Cope with change:** embrace change as a normal part of life and look forward to new challenges.
- **Emotional health:** express my feelings appropriately.
- **Stress management:** use the strategies given in this chapter to help me manage stress. Identify my stressors and work at dealing with these in a helpful and healthy way.
- **Time management:** be on time, save time and use every moment of my life well. Cut down on TV and SMS time.
- **Conflict resolution:** use ‘I’ sentences, meditate and negotiate, be assertive and try to resolve conflicts before they get out of hand.
- **Relationships and communication:** be a good friend, treat others as I would like to be treated, listen well and communicate my feelings and views clearly while showing respect to others. Be understanding.
- **Volunteer or help others:** give to others, help others, and reach out to others.
**Activity 12: Develop a personal lifestyle plan**

1. Work in pairs to help Jon to develop a personal lifestyle plan based on the information below. Create a personal lifestyle plan for Jon with at least 10 practical hints.

   Jon is a smoker and drinks about three beers every evening. He never eats fruit or vegetables. He gets exercise only when he walks to the shop to buy beer or cigarettes. He does not communicate well, can’t express how he feels and never greets his friends. He gossips about others and is not a good listener. He often sits alone and does not have many friends. He stays up late every night watching TV and spends at least three hours per day on his cell phone. Jon does not like change and wants to keep things as they are.

2. Work alone to draw up a personal lifestyle plan. Use two facing pages in your workbook. Make a column for each of the items listed in the My lifestyle plan. In the next column, explain briefly what you will do to improve that aspect.

   Look at the example of a lifestyle plan below to help you.

---

**My Lifestyle Plan**

<table>
<thead>
<tr>
<th>Lifestyle Item</th>
<th>How to Improve</th>
</tr>
</thead>
</table>
| Physical exercise     | • Give myself 30 minutes every day to jog, do aerobic dancing, cardio kickboxing or go for a walk.  
  | • Make a physical activity timetable so I find it easier to follow.            |
|                       | • Ask a friend to join me to help motivate me and to keep me company.          |
| Coping with change    | • Keep in touch with people I know. Keep communication honest and be a good listener.  
  | • Approach change with a positive attitude.                                    |
|                       | • Talk to a person I trust about my fears about change.                        |
|                       | • Apply stress management methods to help me relax.                           |

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Unit 5: Personal lifestyle plan to promote quality of life 35
Content summary

Chapter 1: Development of the self in society

Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices: identify stressors, assess and manage stress
- Stress is a reaction to pressures or stressors such as illness, disabilities, lack of sleep, unhealthy lifestyle choices, substance abuse, negative feelings, life crises, your personality, relationships with others, pollution, natural disasters, and poor living conditions.
- Eustress is good stress that can motivate and push you. Distress is negative stress that you experience over a long time or too often. If you have a low level of stress, it means that you can cope with challenges.
- To deal with your stress, you need coping mechanisms and management techniques such as: follow a balanced lifestyle; make time for physical exercise, recreation and relaxation; have a balanced diet; deal with your emotions; manage your time; have good relationships; embrace the challenges of Grade 12; do calming and breathing exercises; and cope with social pressures.

Unit 2: Life skills required to adapt to change as part of healthy lifestyle choices: conflict resolution skills
- Interpersonal conflict is disagreement between people, whereas intrapersonal conflict is conflict within yourself.
- Conflict resolution skills help you to solve both types of conflict. Make an outline or map of what the conflict is about; use ‘I’ sentences; be assertive; listen and rephrase what you have heard; apply self-control; negotiate or talk through a conflict; mediate to keep the peace and reach agreement.

Unit 3: Life skills required to adapt to change as part of healthy lifestyle choices: initiate, build and sustain positive relationships and importance of communication
- Initiate, build and sustain positive relationships by communicating with others. Learn people’s names; tell them about yourself; use humour; keep up to date with the news; show empathy; listen, pay attention, don’t gossip; clearly communicate your feelings, beliefs and attitudes.
- Factors that influence effective communication include: your personality, the way you act, behave, and react; your attitudes.

Unit 4: Transition between school and post-school destination, positive and negative aspects of change, investigate other views, the life cycle and traditional practices
- Adapt to growth and change in circumstances: plan; use coping skills; develop a positive attitude; gather information; don’t resist change; talk to someone you trust; find comfort and support; give yourself time to adjust.
- The transition between school and post-school can also be stressful.
- Apply coping and management skills.
- Change can be stressful because it makes you feel unsure or irritated or fearful. It can be positive if you see change as exciting, challenging and motivating. Change leads to personal growth and opportunities.
- Traditional practices mark the important stages in people’s life cycles and help you cope with change.

Unit 5: Personal lifestyle plan to promote quality of life
- A personal lifestyle plan is a strategy to live a healthy and balanced life. It includes exercise, proper nutrition, sleep, safe sex, time management, conflict resolution, stress management, communicating effectively, expressing your feelings appropriately, building positive relationships, changing unhealthy habits, and volunteering.
Activity 12: Develop a personal lifestyle plan

1. Work in pairs to help Jon to develop a personal lifestyle plan based on the information below. Create a personal lifestyle plan for Jon with at least 10 practical hints. (20)

   Jon is a smoker and drinks about three beers every evening. He never eats fruit or vegetables. He gets exercise only when he walks to the shop to buy beer or cigarettes. He does not communicate well, can't express how he feels and never greets his friends. He gossips about others and is not a good listener. He often sits alone and does not have many friends. He stays up late every night watching TV and spends at least three hours per day on his cell phone. Jon does not like change and wants to keep things as they are.

2. Work alone to draw up a personal lifestyle plan. Use two facing pages in your workbook. Make a column for each of the items listed in the My lifestyle plan. In the next column, explain briefly what you will do to improve that aspect. (30)

   Look at the example of a lifestyle plan below to help you.

<table>
<thead>
<tr>
<th>Lifestyle item</th>
<th>How to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical exercise</td>
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<td>• Make a physical activity timetable so I find it easier to follow.</td>
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<td>Coping with change</td>
<td>• Keep in touch with people I know: keep communication honest and be a good listener.</td>
</tr>
<tr>
<td></td>
<td>• Approach change with a positive attitude:</td>
</tr>
<tr>
<td></td>
<td>• Talk to a person I trust about my fears about change.</td>
</tr>
<tr>
<td></td>
<td>• Apply stress management methods to help me relax.</td>
</tr>
</tbody>
</table>

Content summary

Chapter 1: Development of the self in society

Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices: identify stresses, assess and manage stress

- Stress is a reaction to pressures or stressors such as illness, disabilities, lack of sleep, unhealthy lifestyle choices, substance abuse, negative feelings, life crises, your personality, relationships with others, pollution, natural disasters, and poor living conditions.
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- Initiate, build and sustain positive relationships by communicating with others. Learn people's names; tell them about yourself; use humour; keep up to date with the news; show empathy; listen, pay attention, don't gossip; clearly communicate your feelings, beliefs and attitudes.
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- Adapt to growth and change in circumstances: plan; use coping skills; develop a positive attitude; gather information; don't resist change; talk to someone you trust; find comfort and support; give yourself time to adjust.
- The transition between school and post-school can also be stressful.
- Apply coping and management skills.
- Change can be stressful because it makes you feel unsure or irritated or fearful. It can be positive if you see change as exciting, challenging and motivating. Change leads to personal growth and opportunities.
Chapter 3 Study skills

Week 7; 2 hours

Unit 1: Reflect on the process of assessment and examination writing skills, apply these skills and revise examination writing skills

Week 6; 1 hour

Unit 1: Key questions
1. What study skills, strategies and styles work best for you?
2. What are some examination writing skills?

Grade 12 could be a stressful time in your life. You may put pressure on yourself because you want to succeed. Everyone also expects you to perform well. This puts more pressure on you.

If you are aware of your learning styles and the ways in which you study best, and have a strategy or plan, you will lessen this pressure on yourself. Working on your examination writing skills will make exams less stressful and give you a better chance of success.

1.1 Process of assessment

Assessment includes evaluation of your mind maps, role plays, demonstrations, tasks, quizzes, oral presentations, checklists, tests, and examinations. Not all assessment is formal or for marks. For example, informal or daily assessment can include the teacher observing you during a lesson and giving you feedback about gaps in your knowledge or helping you to understand certain topics better.

Other examples of informal assessment include a short class test, a debate, an oral report, a role play, a short homework task, or observation of group work. The teacher may not mark all of these. You may be guided to assess your own performance and that of others in your class by using a memorandum, rubric, or checklist. These will help you to check your progress towards the knowledge and skills that will be assessed in your formal School Based Assessment.

Even informal assessment can show you your strengths and weaknesses, test your knowledge and skills, and motivate and encourage you. (See 2.1 in this chapter for more on formal, School Based Assessment.)

However, in Grade 12 it is important to keep track of your formal assessments so that you know what you still need to learn, revise, understand, and improve. Your formal assessments will cover the material you need to know for your final exams. These assessments are an opportunity to practise your exam writing skills. See Table 3.1 below for examples of formal assessment tasks.

Table 3.1: Examples of some formal assessment tasks

<table>
<thead>
<tr>
<th>Types of tasks</th>
<th>What you need to do</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Case studies: a real life situation, current problem or an incident | • Read carefully and understand the case study  
• Answer questions  
• Give examples from own experience  
• Interpret, analyse, give advice, solve problems, make decisions | A newspaper report on a current issue                                      |
| Written reports: written evidence of a survey, analysis or investigation, contains sub-topics such as summary, conclusion, and suggestions | • Gather information through, for example, interviews, reading, consulting with an expert.  
• Organise evidence.  
• Draw conclusions.  
• Include references to sources. | A friend came to you for assistance with a specific relationship problem. Write a report on how you have assisted them and include all the steps you have used to assist them to overcome the problem using informed decision making and problem-solving skills. |
| Written and oral presentations: oral presentation with written evidence in the form of text, slides, a poster, pictures | • Collect information on an issue.  
• Gather visual aids.  
• Prepare a speech or presentation. | Various routes available to access the job market                           |
| Project: extended task: a long report-type essay with a cover page, table of contents, text divided into sections, pictures, photos, diagrams, graphs, bibliography | • Read and write extensively.  
• Investigate and find information through, for example, interviews and observation. | Community project to address one of the social or environmental issues |
### Table 3.1: Examples of some formal assessment tasks

<table>
<thead>
<tr>
<th>Types of tasks</th>
<th>What you need to do</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies: a real life situation, current problem or an incident</td>
<td>• Read carefully and understand the case study</td>
<td>A newspaper report on a current issue</td>
</tr>
<tr>
<td></td>
<td>• Answer questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Give examples from own experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interpret, analyse, give advice, solve problems, make decisions</td>
<td></td>
</tr>
<tr>
<td>Written reports: written evidence of a survey, analysis or investigation, contains sub-topics such as summary, conclusion, and suggestions</td>
<td>• Gather information through, for example, interviews, reading, consulting with an expert</td>
<td>A friend came to you for assistance with a specific relationship problem. Write a report on how you have assisted them and include all the steps you have used to assist them to overcome the problem using informed decision-making and problem-solving skills</td>
</tr>
<tr>
<td>Written and oral presentations: oral presentation with written evidence in the form of text, slides, a poster, pictures</td>
<td>• Collect information on an issue</td>
<td>Various routes available to access the job market</td>
</tr>
<tr>
<td>Project: extended task; a long report-type essay with a cover page, table of contents, text divided into sections, pictures, photos, diagrams, graphs, bibliography</td>
<td>• Read and write extensively.</td>
<td>Community project to address one of the social or environmental issues</td>
</tr>
<tr>
<td></td>
<td>• Prepare questions for interviews.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collate data.</td>
<td></td>
</tr>
</tbody>
</table>

### 1.2 Revise own study skills, strategies and styles

Revise what you learned in Grades 10 and 11 about your multiple intelligences, learning styles and study methods. Choose what works best for you from the following examples of study skills, styles and strategies.

#### Revise your study skills

**Flashcards**

Flashcards are small cards or pieces of paper on which you write key points and short bits of information. Divide a piece of A4 paper or cardboard into four cards. Do not try to write too much on each card. You can carry the cards around with you and revise, for example, formulas, dates and definitions, anywhere or at any time such as while waiting for a bus or standing in a queue.

**Mind maps**

Mind maps link information in a logical way that will help you to remember. They break large pieces of information into smaller manageable sizes.

**Mnemonics**

A mnemonic is something such as a word, a sentence, or a song, that helps you remember something. For example, to remember how to spell rhythm: Rhythm Helps Your Two Hips Move. To remember the order in which to do calculations: Bless My Dear Aunt Sally (Brackets, Multiplications, Divisions, Additions, Subtractions).

Use your knuckles to remember which months have 31 days.

The months in between your knuckles have 30 days (or 28 or 29 days in the case of February).
Summaries
Write summaries of your work using key words. Key words are the important words. You will usually find them in headings and the first sentences of paragraphs.

Tables
Tables help you to organise information in a logical and connected way. Also use only key words or short bits of information.

<table>
<thead>
<tr>
<th>Table 3.2: Example of a table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lifestyle diseases</strong></td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Cervical cancer in women</td>
</tr>
<tr>
<td>Lung cancer</td>
</tr>
<tr>
<td>Hepatitis B</td>
</tr>
<tr>
<td>Hypertension (high blood pressure)</td>
</tr>
<tr>
<td>TB</td>
</tr>
</tbody>
</table>

Talk and listen
Read your notes out loud. Discuss your study material with others in pairs or in groups. Describe diagrams to yourself. Listen carefully to your teacher.

Move about
Walk around while you are reading or repeating your material. Squeeze a stress ball or play dough while you are studying. Close your eyes and write notes in the air or on the table with your finger. Take regular breaks and dance around.

Be colourful
Use different colours to highlight important points in your notes or on your flashcards. Draw colourful diagrams and mind maps.

Study to music and rhythm
This doesn’t work for everyone, but some learners study better with soft music in the background. Make your mnemonics in the form of a song. Tap with your feet or fingers as you recite your notes. Use music to relax.

Role-play
Either by yourself or with others, role-play what you need to study. For example, role-play problems and solutions. Role-play being the teacher and explaining the work to others.

Revise your study strategies
Study strategies are plans you make so that you can study most effectively. Revise and assess the strategies you have been using.

Study plan
Revise what you learned in Grade 11 about drawing up a study plan. Analyse how you spend your time and cut out time wasters. Draw up a short-term plan for a week or a longer-term plan for a whole term. Remember to include due dates for tasks and projects, test and exam dates, group study periods, and time for relaxation and physical activity. Schedule your study times for when you study best, in the morning or in the evening, for example.

Study place
If you can, have your own area in which you can study. Let the other people at home know it’s yours, and that you need peace and quiet. Otherwise, find a place such as a library or an empty classroom.

Get organised
- Have all your study notes and all the equipment you need with you, for example, pens, scrap paper, textbooks, ruler, highlighters, notebooks.
Study strategies are plans you make so that you can study most effectively: revise and assess the strategies you have been using.

Study plan

Revise what you learned in Grade 11 about drawing up a study plan. Analyse how you spend your time and cut out time wasters. Draw up a short-term plan for a week or a longer-term plan for a whole term. Remember to include due dates for tasks and projects, test and exam dates, group study periods, and time for relaxation and physical activity. Schedule your study times for when you study best, in the morning or in the evening, for example.

Study place

If you can, have your own area in which you can study. Let the other people at home know it’s yours, and that you need peace and quiet. Otherwise, find a place such as a library or an empty classroom.

Get organised

- Have all your study notes and all the equipment you need with you, for example, pens, scrap paper, textbooks, ruler, highlighters, notebooks.
- Switch off your cell phone.
- Keep your work and notes in files, boxes, or large envelopes. Label these clearly so you can find things when you need them.

Revise your study styles

Revise your personal way of studying. Use the study skills and strategies that suit your style. Remember, you may have more than one style of studying. Find what works best for you and try something new.

<table>
<thead>
<tr>
<th>Study style</th>
<th>You prefer to ...</th>
<th>Study skills and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>- Use pictures, maps and colours to organise information.</td>
<td>- Draw colourful mind maps</td>
</tr>
<tr>
<td></td>
<td>- Visualise how things work and are connected.</td>
<td>- Colour-code your files and notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Draw pictures instead of using words</td>
</tr>
<tr>
<td>Musical</td>
<td>- Use sound, rhyme, rhythm and music in your studying.</td>
<td>- Make mnemonics that rhyme or you can sing to a tune</td>
</tr>
<tr>
<td></td>
<td>- Listen to information rather than read it</td>
<td>- Play music quietly in the background</td>
</tr>
<tr>
<td>Kinesthetic/</td>
<td>- Move around rather than sit still</td>
<td>- Use flashcards because you can touch them and move them around</td>
</tr>
<tr>
<td>physical</td>
<td>- Find out how things work rather than read about them or look at diagrams</td>
<td>- Draw big pictures and mind maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Do a role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Study in a place where you have room to move</td>
</tr>
<tr>
<td>Verbal</td>
<td>- Read, write and speak.</td>
<td>- Read your notes out loud; make it dramatic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss work with others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use words or sentences as mnemonics</td>
</tr>
<tr>
<td>Logical/mathematical</td>
<td>- See patterns and connections.</td>
<td>- Draw up tables and lists of key points</td>
</tr>
<tr>
<td></td>
<td>- Work through problems in a systematic way.</td>
<td>- Draw mind maps and connect points with arrows</td>
</tr>
<tr>
<td>Interpersonal/social</td>
<td>- Work with others.</td>
<td>- Do a role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Join a study group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Explain your work to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss and draw mind maps in groups</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>- Work on your own.</td>
<td>- Role play by yourself</td>
</tr>
<tr>
<td></td>
<td>- Have quiet and privacy.</td>
<td>- Find a quiet place to study</td>
</tr>
</tbody>
</table>

Activity 1: Know your study skills, strategies and styles

1. Study Table 3.3 above on study styles. List the style(s) that apply to you. Give reasons for your answer. (5)
2. List four study skills that you used in the past that worked for you. Briefly describe how you used each one. (12)
3. Describe one study skill and one strategy that you have not used before. Gives reasons why you think each of them would help you to study better. (8)

1.3 Revise examination writing skills

Many learners get good marks in exams, not only because they have studied hard, but because they have the skills and techniques to write exams. These are skills that you can learn and practise. (See also Chapter 15 for 'Study skills'.) The most basic skills for writing exams are:

Read the question(s)

Quickly read through all the questions in an examination paper so that you get an overview of the areas covered and the types of questions asked.
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1. Study Table 3.3 above on study styles. List the style(s) that apply to you. Give reasons for your answer. (5)
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Read the question(s)

Quickly read through all the questions in an examination paper so that you get an overview of the areas covered and the types of questions asked. You will also get an idea of which are the longer questions, and which are the easier ones. You may want to answer the easier questions first.

Then, before you start answering a particular question:
- Read the question very carefully.
- Note any instructions about how to answer the question, for example, one-word answers, full sentences, on a separate sheet of paper, on the multiple choice card.
- See if the question has more than one part or sub-questions.
- See how many marks are allocated to the question: this will show you how long your answer should be, how many points you should make, and how long you should take to answer the question.
- Underline key verbs that tell you what your examiner expects you to do, for example, analyse, evaluate, define, describe, list (see the list in Chapter 15). You could waste a lot of time if you write a paragraph when all you were asked to do was make a list, for example.
- Underline key topic words so that you can be sure you are answering on the correct topic or subject.
- If it is a multiple-choice question, read all the answers.
- If it is a match-items question, read both columns.
- It is useful to read the questions on a case study even before you read the case study; this helps you to read for the main points in the questions and to find the answers.

Plan the response

It is worthwhile taking a little time to plan your answers. These are some tips when planning answers.
- Write down your key ideas in point form.
- Use bullets, numbering, and arrows to organise your answer so that the points are connected logically.
- Draw a mini mind map.
- Write down each topic key word you have identified in the question and the points you want to make about it below or next to the key word.
- Use scrap paper to plan your answers, if it is allowed in the exam.
- Otherwise, plan your answers in your exam answer book, but remember to cross out your plans when you have finished.

Answer the question

- Do not write more than you have been asked for.
- Number your questions clearly.
- Write neatly and clearly. Do not use coloured pens, only blue or black.
- Leave spaces between questions in case you want to come back later and add points.
- Tick off or cross out the points on your response plan to make sure that you have covered them all.
- Watch the time you have allocated for the question; do not spend too long on one question.
- If you are running out of time on an essay question, summarise your points.
- Clearly cross out anything you don’t want the examiner to mark.

Activity 2: Apply examination writing skills

Complete the checklist below to see where you can improve your examination writing skills.

Examination skills checklist

<table>
<thead>
<tr>
<th>Do you ...</th>
<th>Yes ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the question(s) very carefully.</td>
<td></td>
</tr>
<tr>
<td>Note any instructions about how to answer the question.</td>
<td></td>
</tr>
<tr>
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</tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Use bullets, numbering, and arrows to organise your answer.</td>
<td></td>
</tr>
<tr>
<td>Write down each topic key word.</td>
<td></td>
</tr>
<tr>
<td>Use scrap paper to plan your answers.</td>
<td></td>
</tr>
<tr>
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<tr>
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• Leave spaces between questions in case you want to come back later and add points.
• Tick off or cross out the points on your response plan to make sure that you have covered them all.
• Watch the time you have allocated for the question; do not spend too long on one question.
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• Clearly cross out anything you don’t want the examiner to mark.

Activity 2: Apply examination writing skills
Complete the checklist below to see where you can improve your examination writing skills.

Examination skills checklist

<table>
<thead>
<tr>
<th>Do you ...</th>
<th>Yes ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before writing</strong></td>
<td></td>
</tr>
<tr>
<td>1. read the instructions?</td>
<td></td>
</tr>
<tr>
<td>2. read all the questions quickly?</td>
<td></td>
</tr>
<tr>
<td>3. allocate time for each question?</td>
<td></td>
</tr>
<tr>
<td><strong>While writing</strong></td>
<td></td>
</tr>
<tr>
<td>4. read the questions carefully?</td>
<td></td>
</tr>
<tr>
<td>5. underline and understand key words in the questions?</td>
<td></td>
</tr>
<tr>
<td>6. number the questions correctly?</td>
<td></td>
</tr>
<tr>
<td>7. write neatly?</td>
<td></td>
</tr>
<tr>
<td>8. try to answer multiple-choice questions before looking at the answers?</td>
<td></td>
</tr>
<tr>
<td>9. look for key words in true or false questions such as all, none, always, never, most, some?</td>
<td></td>
</tr>
<tr>
<td>10. read the whole of a matching-item question and start with the easiest matches first?</td>
<td></td>
</tr>
<tr>
<td>11. read case studies and their questions carefully?</td>
<td></td>
</tr>
<tr>
<td>12. plan your responses to questions?</td>
<td></td>
</tr>
<tr>
<td>13. answer only what the questions ask?</td>
<td></td>
</tr>
<tr>
<td>14. leave space between answers?</td>
<td></td>
</tr>
<tr>
<td>15. remember to go back to questions you left space to answer?</td>
<td></td>
</tr>
<tr>
<td><strong>After writing</strong></td>
<td></td>
</tr>
<tr>
<td>16. read through your answers and check spelling and make additions?</td>
<td></td>
</tr>
<tr>
<td>17. clearly cross out answers you do not want the examiner to mark?</td>
<td></td>
</tr>
</tbody>
</table>
Unit 2: Importance of School Based Assessment

Week 7: 30 minutes

Unit 2: Key question
1. Why is School Based Assessment important?

2.1 What is School Based Assessment?

In Grade 12 School Based Assessment is all the formal tasks including the mid-year and September examinations, but not the end-of-year National Senior Certificate examination.

Formal assessment is for marks. Formal assessment tasks (FATs) include projects, oral presentations, demonstrations, performances, tests, examinations and practical demonstrations. School Based Assessment takes place regularly throughout the year and is compulsory. It counts 25% of your final Grade 12 mark in all subjects, and is moderated externally by the Department of Basic Education and Umalusi, the Council for Quality Assurance in General and Further Education and Training.

A Practical Assessment Task (PAT) is a compulsory part of your School Based Assessment, and counts 25% of your final examination, if you are doing the following subjects:

- Arts: Dance Studies, Design, Dramatic Arts, Music and Visual Arts
- Languages: Oral mark
- Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design
- Life Orientation
- Computer Sciences: Computer Applications Technology and Information Technology
- Services: Consumer Studies, Hospitality Studies and Tourism.

You should receive your Grade 12 assessment plan for the year in the first week of the first term. This will help you to draw up a study timetable. (See section 3.2 in this chapter.)

Table 3.4: Formal assessments per subject

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language 1: Home Language</td>
<td>5</td>
<td>5*</td>
<td>4*</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Language 2: Choice of HL or FAL</td>
<td>5</td>
<td>5*</td>
<td>4*</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>1</td>
<td>2*</td>
<td>2*</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Mathematics or Maths Literacy</td>
<td>3</td>
<td>2*</td>
<td>2*</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Subject choice 1**</td>
<td>2</td>
<td>2*</td>
<td>(2*) 3*</td>
<td>(6*) 7</td>
<td></td>
</tr>
<tr>
<td>Subject choice 2**</td>
<td>2</td>
<td>2*</td>
<td>(2*) 3*</td>
<td>(6*) 7</td>
<td></td>
</tr>
<tr>
<td>Subject choice 3</td>
<td>2</td>
<td>2*</td>
<td>(2*) 3*</td>
<td>(6*) 7</td>
<td></td>
</tr>
</tbody>
</table>

* One of these tasks in Term 2 and / or Term 3 must be an examination.

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in Term 1, four tasks in Term 2 and three tasks in Term 3.

The number of internal tasks per subject differs between 6 and 7.

The types of assessment will differ for different subjects.

You will be assessed according to the seven-point scale shown in Table 3.5.

Table 3.5: Seven-point rating scale

<table>
<thead>
<tr>
<th>Rating code</th>
<th>Rating</th>
<th>Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding achievement</td>
<td>80-100</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious achievement</td>
<td>70-79</td>
</tr>
<tr>
<td>5</td>
<td>Substantial achievement</td>
<td>60-69</td>
</tr>
<tr>
<td>4</td>
<td>Adequate achievement</td>
<td>50-59</td>
</tr>
<tr>
<td>3</td>
<td>Moderate achievement</td>
<td>40-49</td>
</tr>
</tbody>
</table>
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</tr>
<tr>
<td>3</td>
<td>Moderate achievement</td>
<td>40-49</td>
</tr>
<tr>
<td>2</td>
<td>Elementary achievement</td>
<td>30-39</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-29</td>
</tr>
</tbody>
</table>

### 2.2 Why School Based Assessment is important

School Based Assessment is important because it tells you, and your teacher, what you know and what you still need to learn and understand before you write your final examination.

If you are planning to study at a higher education institution (HEI), the results of your School Based Assessment are very important. Most HEIs ask for your June examination results or for your assessment results for Grade 11. HEIs will accept you provisionally, or temporarily, based on these results. They will accept you permanently if you get the required final results.

This is why it is important to make sure that you do well in your continuous School Based Assessments. Get to know what the entrance requirements are for what you would like to study so that you can obtain the marks needed in each subject. The higher your marks are, the better your chances of being accepted by the HEI of your choice. Keep track of your assessments so that you can spend more time on the subjects in which you are not doing so well.

As Lebo did, think of doing badly in exams as opportunities to assess your weak areas. This attitude can motivate you to work much harder, and you will be able to learn from your mistakes.

### Activity 3: Explain the importance of School Based Assessment

Imagine you have to give a talk on the radio about the importance of School Based Assessment. Prepare a short speech of three minutes to convince listeners that School Based Assessment is very important.

1. Explain to listeners what School Based Assessment is. (4)
2. Give four reasons why it is important. (4)
3. Give listeners two hints to ensure they do well in School Based Assessment. (2)
Unit 3: Importance of obtaining the National Senior Certificate (NSC): Develop a study plan for Grade 12

Week 7: 45 minutes

Unit 3: Key questions
1. Why is it important to obtain your NSC?
2. How is a study plan for Grade 12 different from any other grade?

3.1 Importance of obtaining the NSC

The National Senior Certificate (NSC) is the key to opportunities to develop, grow and find employment. It is the basis on which you can build your future. It is important to obtain your NSC because:

- it allows you to study at an HEI. The better your marks are, the more choices you have of HEIs and courses to study.
- it is a basic requirement if you want to apply for a bursary.
- even if you are not going to study at an HEI, you will still need your NSC if you want to work, for example, in the police force, the army, navy or air force.
- it is a basic requirement for many jobs.
- once you have your NSC, you can go back to studying at any time.
- it shows employers that you have some skills and knowledge, and that you know how to learn. Having your NSC shows that you can, for example:
  - identify and solve problems and make decisions using critical and creative thinking
  - work effectively as an individual and with others as a member of a team
  - organise and manage yourself and your activities responsibly and effectively
  - collect, analyse, organise and critically evaluate information
  - communicate effectively
  - use science and technology effectively and critically.

Case study

Role model Oliver Reginald Tambo

Oliver Reginald Kaizana Tambo was born on 27 October 1917 in Bizana in the Eastern Cape. His father saw the value of education.

As a young boy, Oliver Tambo’s job was to herd his father’s cattle. When he was six, his father sent him to school about a kilometre from their home, where he passed Grade 1. His father was determined that his children should have a good education, so he sent them to a school about 16 km away. Sometimes Tambo’s father would lend him his horse to ride to school.

Despite this hardship, Tambo wrote his Junior Certificate exam in November 1936. He passed first class, one of the first ever African students to do so. The Transkei Bhunga (Assembly of Chiefs) awarded him a scholarship of £30 a year, for five years. The University of South Africa (Unisa) also gave him a two-year scholarship of £20. He wrote his matric exams in 1938 and passed with a first class pass.

Oliver Tambo studied sciences at the University of Fort Hare, where he met Nelson Mandela. In 1942, Tambo was elected chairperson of the Students’ Committee of his residence. During his student years he developed asthma which affected him for the rest of his life. He graduated with a BSc degree in Mathematics and Physics.

Then he enrolled for a diploma in higher education so he could become a teacher. He taught Maths and Physics at his old school, St Peter’s, for five years. His classes found him to be an inspiring and outstanding teacher.

While he was teaching and talking to others, such as Nelson Mandela and Walter Sisulu, Tambo had the idea of forming the African National Congress Youth League, which was formally accepted by the ANC in 1943. In the mid 1940s he enrolled to study law through correspondence through Unisa, studying by candlelight at home. He qualified as an attorney in 1951. He and Nelson Mandela, also an attorney, became law partners in the firm of Mandela and Tambo Associates. People travelled from all over the country to use their services.
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(Source: www.sahistory.org.za)

Activity 4: Analyse the importance of an NSC

Read the case study and answer the questions.

1. List four hardships Oliver Tambo had to overcome in order to succeed. (4)
2. Describe the ways in which doing well at school gave Oliver Tambo opportunities and rewards. (10)
3. Critically evaluate how obtaining your NSC will benefit you. (6)

3.2 Develop a study plan for Grade 12

Your focus in Grade 12 is on studying. Although relaxation and physical exercise are important because they help you to study better, they should not take up more time than your studies.

The school should give you your assessment plan for all your Grade 12 subjects at the start of the year. (See 2.1 in this chapter.) Use it to draw up a study plan for the whole year. Revise your study plan continuously and adjust it to give more time to the subjects that need it. Revise what you learned in Grade 11 about ways to manage your time.

Recipe for success: Study while others are sleeping; work while others are loafing; prepare while others are playing; and dream while others are wishing.

William A. Ward

SKILLS FOCUS STUDY PLAN

Khwezi Magwaza, previous editor of Seventeen Magazine
Do what Khwezi did. Make a timetable for everything you need to do, such as homework, tests, household tasks, breaks for relaxation and exercise. Pin the timetable on the wall for everyone to see, and to help you to stay focused. The timetable will show others that you have a schedule, and that you are serious about managing your time. People will realise that they can’t ask you to do extra things unless they fit into your schedule.

- Analyse how you spend your time.
- Get rid of time wasters.
- Don’t procrastinate: don’t put off doing things.
- Get enough sleep.
- Schedule your study period for those times that you study best.
- Include all your due dates, and dates for tests and exams.
- Use to-do lists.
- Think about possible problem times, such as family events or preparing for your Grade 12 dance, and work around them.
- Include plenty of time for revision and doing past papers.
- Give more time to the subjects that you find more difficult: not all of your subjects need the same amount of time.
- Allocate some time to work in a group or to ask your teachers questions.
- Be realistic about what you can achieve.
- Make a tick or a smiley face every time you keep to your study plan. Reward yourself for every 10 ticks.

### OCTOBER Study plan

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Study Eng set work</td>
<td>Revise English poetry</td>
<td>Maths section 2</td>
<td>Maths section 3</td>
</tr>
<tr>
<td>Do past Accounting paper</td>
<td>Revise Physics chps 1-4</td>
<td></td>
<td>Physics past paper</td>
</tr>
<tr>
<td>Maths section 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>English drama set work, acts 1-4</td>
<td>Accounting chpts 11-16</td>
<td>English past paper</td>
</tr>
<tr>
<td>Maths section 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 5: Draw up a study plan**
Include your due dates, and dates for tests and exams. Use to-do lists. Think about possible problem times, such as family events or preparing for your Grade 12 dance, and work around them. Include plenty of time for revision and doing past papers. Give more time to the subjects that you find more difficult; not all of your subjects need the same amount of time. Allocate some time to work in a group or to ask your teachers questions. Be realistic about what you can achieve. Make a tick or a smiley face every time you keep to your study plan. Reward yourself for every 10 ticks.

**OCTOBER Study plan**

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<tr>
<th>FRIDAY</th>
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<td>English drama set work, acts 1-4</td>
<td>Accounting chpts 11-16</td>
<td>English past paper</td>
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<td>Maths section 3</td>
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**Activity 5: Draw up a study plan**

1. Draw up your own study plan for Grade 12. (20)
2. Discuss it with a partner. Make suggestions to each other about where you could improve your plans.

**Content summary**

**Key concepts**

**Unit 1 Reflect on the process of assessment and examination writing skills, apply these skills and revise examination writing skills**

- The process of assessment can be informal, daily assessment or formal assessment tasks for marks. Assessment gives you feedback, shows you your strengths and weaknesses, and indicates what you know and what you still have to learn.
- Examples of study skills include flashcards, mind maps, mnemonics, summaries, tables, talking and listening, moving about while you study, using colours, studying to music and rhythm, and role playing.
- Study strategies are plans to help you study effectively. They include drawing up a study plan, having a place to study, and getting organised.
  - It is important to revise your study styles. Use study skills and strategies that suit your styles. Study styles include visual, musical, kinaesthetic (physical), verbal, logical (mathematical), interpersonal and social.
  - Examination skills include reading the question carefully so that you know exactly how to answer it and what content to include; planning your response in point or graphic form; and answering the question neatly, clearly, and concisely.

**Unit 2 Importance of School Based Assessment**

- School Based Assessment includes all your formal assessment tasks, as well as tests and examinations. It is important because it lets you track your progress and shows you what you need to focus on. It is also important if you want to study further: a higher education institution will look at your results before accepting you.

**Unit 3 Importance of obtaining the National Senior Certificate (NSC): Develop a study plan for Grade 12**

- An NSC is one of the most important qualifications you can have. It gives you the opportunity to study further, develop, be trained and find employment. Having an NSC shows employers that you have certain skills and knowledge that would be useful in the workplace.
- It is very important to have a study plan for Grade 12. It helps you to use your time effectively and to focus on studying. Your study plan should be based on your Grade 12 assessment plan, which gives you the dates of all your formal assessments. You should revise and adjust your plan continuously during the year as you may need to spend more time studying some subjects than others.
Chapter 5 Careers and career choices

Weeks 8–10; 3 hours

Unit 1: Commitment to a decision taken

Week 8; 1 hour

Unit 1: Key questions
1. What steps will help you to make a final decision?
2. How will you know you have taken the right decision?

1.1 Commit to a decision taken

Now that you are in Grade 12 you should prepare for your life after school. You may decide to continue with your studies at a higher education institution or apply for a job. You should make decisions based on your interests, strengths, weaknesses, skills, abilities, and personality and commit to them.

There are minimum requirements for entry into the job market and courses offered in the higher education institutions. Find out what these requirements are. Before you decide if you want to apply for a job or a course of study, find out more about the availability of jobs that you could do, study fees, availability of financial aid, accommodation, transport and how to apply.

You may have decided on your future career path, but a decision alone does not lead to much. You have to act on your decision. This means you need to 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 – preferably as early as June. It is too late to wait for your Grade 12 results before you apply. Most institutions look at your Grade 11 results. They give you provisional acceptance, but final acceptance depends on your Grade 12 results. Once you get your results, let them know and send them a certified copy of your Grade 12 certificate.

1.2 Job or course application for additional or higher education
1.2 Job or course application for additional or higher education

Job application
You may have decided that after Grade 12 you want to join the job market. Before you apply for a job, make sure:

- This is really what you want to do, and is not someone else's decision.
- You have gathered as much information as possible on various options.
- You have researched jobs in detail so that you know, for example, what qualifications are needed, what you will do, your hours of work, what you will get paid, and how you will get to and from work.

Many jobs now require you to apply online, send an email with your CV attached, or download application forms. Jobs may be advertised on job sites or on companies' websites. (See 1.4 in this chapter for sources of work or study opportunities.) You may have to do an online test to see if your personality, interests and abilities fit the job. Some companies, AngloAmerican, for example, let you apply via SMS, once you have registered with them.

Resource: Application hints
Whether you are applying online, via email or by post or fax, do the following:

- Write a covering letter – keep it short; give an overview or summary of your abilities and qualifications; make sure these fit the job you are applying for; emphasise why you are right for the position.
- Make sure you have all the information you need, such as your CV and letters of reference, before you start filling out the application.
- Make your application easy to read – don’t use fancy fonts or colours; don’t type in all capital letters. If you are writing, do so neatly and clearly.
- If you are attaching your CV to an email or uploading it to an application site, make sure it isn’t a big file, full of pictures, which will take a long time to download.
- If you have a funny personal email name, such as PartyDude@mweb.co.za, change it. Get yourself an online email address such as gmail, and give yourself a more serious name, preferably your own name.
- Read the job advert very carefully so that you don’t ask questions that have already been answered in the advert, for example, ‘How much will I earn?’
- Make sure you provide all the required documents, such as a CV, references, or copies of your exam results.
- Carefully check your spelling and grammar. Do not use abbreviations and SMS-speak, such as TIA (thanks in advance), TYVM (thank you very much). Errors give a bad impression and show carelessness.
- Send your application to the right person.

Application for a course at a higher education institution or for additional education
Maybe you have decided that after Grade 12 you want to study at a higher education institution such as a university, or you want to apply for additional education such as a short course. Research the courses you could study and the institutions that offer these courses. Consider:

- Are there other courses that would suit your interests and skills better?
- Just because an institution is close to where you live, doesn’t make it the best place to study your particular course.
- What fees will you have to pay?
- Does the institution have a good reputation, offer value for money, and are its courses recognised? Find out from the South African Qualifications Authority (SAQA), the National Qualifications Framework (NQF), and the Council on Higher Education (CHE).
- If the best institution for studying your course is far away, where will you stay?
- Are you thinking of studying a course at a particular institution just because your friends are?
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- If the best institution for studying your course is far away, where will you stay?
- Are you thinking of studying a course at a particular institution just because your friends are?

Places are limited, so first come, first served. Apply today!

Apply to more than one institution in case you do not get in.

Have a back-up plan, even if it is a short-term plan.

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Case study Decisions, decisions ...

Alwande is an 18-year-old boy in Grade 12. He lives on a community farm, which the government bought for the community through the land restitution programme. Alwande works on the farm during weekends and school holidays. He enjoys working on the farm and others comment that he is very good at farming.

His father is in a mentorship programme designed to prepare the community members to continue with production when the previous owner finally hands over the farm to them. Alwande’s father wants him to work on the farm after completing Grade 12.

Alwande is confused. He cannot decide what he wants to do. Alwande’s friend wants him to do Human Resource Management at a university so that they can study together. His best friend works in the restaurant of a nearby tourist hotel. He promised to help him get a job at the hotel when he has finished school. His Grade 12 subjects include Life Sciences, Mathematics and Agricultural Technology.

(Source: Interview with Alwande)

Activity 1: Commit to a decision

Read the case study and answer the questions.
Activity 1: Commit to a decision

Read the case study and answer the questions.
1. Compare the advantages and disadvantages of Ahvande going to a higher education institution or applying for a job. (10)
2. What do you think Ahvande should do? Give reasons for your answer. (5)
3. What do you think Ahvande shouldn’t do? Give reasons for your answer. (5)

1.3 Skills for final action

You have researched various courses you would like to study, the institutions that offer them, or jobs you would like to do. Now you have to put your skills into action to find out about the availability of funding, completing forms, accommodation, and travel arrangements.

Availability of funds

Money is often one of the biggest barriers to following your dream career. You need to be practical and take action in advance to make things happen for you, before you register. That means you must work hard at school so that your marks are good. You can then apply for various forms of financial help:

- Bursary – if you have good marks or don’t have money to pay for your studies.
- Scholarship – from a company, business, or municipality; if you did well at school.
- Student loan – from a bank or Edu-Loan (www.eduloan.co.za), which you will have to pay back.
- Learnership – you earn while you learn; contact the Sector Education and Training Authority (SETA) for the sector in which you would like to follow a career.

Activity 2: Find financial aid

1. Research available ways to fund your studies for the course you have chosen. (4)
2. Write short notes on each type of available financial aid. Consider:
   - From whom is funding available (e.g. the name of the bank)? (4)
   - What do you have to do to qualify for the funding? (4)
   - Do you have to pay back the money? If so, how much and when? (4)
   - How much funding can you get? (4)

Complete forms

Whether you are applying to study or for a job, the principles of completing forms remain the same. Make sure you have all your information ready. Fill in the forms accurately and clearly; don’t leave out anything. Click here to study an example of a university application form.

Activity 3: Complete forms

In preparation for filling in forms for an educational institution or for a job, write down the following information:
1. Your postal and residential address.
2. Three telephone numbers where you can be contacted. At least one must be a cell phone.
3. Your email address and a fax number (if you have one).
4. Full contact details for your parent, legal guardian or adult relative: name, postal and residential addresses, telephone numbers.
5. The full name, addresses, and telephone numbers of your school.
6. A list of the subjects you are studying for your NSC. (25)

Accommodation and travel arrangements

If you are going to get a job or study further, consider where you will stay and what the advantages and disadvantages of each option are.

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Table 5.1: Accommodation options

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What travel arrangements will you have to make? For example:

- Can you get to your job or the institution easily by walking, taking a taxi, catching a bus or a train, riding a bicycle, or driving a car?
- How much will transport cost you?
- If you stay far from home, how will you get back for the holidays and family events, and how much will it cost you?

1.4 Locate work or study opportunities

Resource: Where to get career information

There are many places you can find work and study opportunities:

- Newspapers – career and job sections; watch out for special supplements on particular days
- HEI websites and brochures
- Khetha:
  - Helpline: 0860 111 673 (Mon – Fri 08:00 to 16:30)
  - SMS/text message: 072 204 5056
  - Email: help@careerhelp.org.za
  - Mobile site: mobi.careerhelp.org.za
  - Facebook: www.facebook.com/careerhelp
  - Website: www.careerhelp.org.za
  - Twitter @nsfcareerhelp,
- FET colleges
- CIDAF colleges – provide almost free education in business and entrepreneurship: www.cidafund.co.za; info@cidafund.co.za, 011 327 2470
- Libraries
- Career and job websites
  - www.careerjet.co.za
  - directory.searchza.com/government_employment.html
  - www.ananzi.co.za/catalog/Employment/JobSites
  - www.bestjobs.co.za
  - www.careerjunction.co.za
  - www.classifree.co.za
  - www.jobportal.co.za/
  - www.recruitmentdirect.co.za
  - www.indeed.co.za
  - www.available-jobs.co.za
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  - www.jobmail.co.za
  - www.joBS.co.za/
  - www.suntasites.co.za/careers
  - www.olx.co.za
- Networking – talk to people who have jobs that you would like to do; they may give you advice or job opportunities.
- Work shadowing
- Volunteering – helps you to gain skills that you can use in the workplace such as communication, problem-solving and teamwork skills. (See 3.1 for more on volunteering.)
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- FET colleges
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- Libraries
- Career and Job websites
  - www.careerjet.co.za
  - directory.searchza.com/government_employment.html

Job candidates who have volunteered, show that they are suited for a position in interesting and varied ways. This makes them stand out from their competition. They are often more self-confident and self-aware, which comes across in an interview.
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  - www.careerjunction.co.za
  - www.classifree.co.za
  - www.jobportal.co.za/
  - www.recruitmentdirect.co.za
  - www.indeed.co.za
  - www.available-jobs.co.za
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- Work shadowing
- Volunteering – helps you to gain skills that you can use in the workplace such as communication, problem-solving and teamwork skills. (See 3.1 for more on volunteering.)
1.5 Requirements for acceptance and possible challenges

Whether you are applying for a job or a course, make sure that you know what the requirements for acceptance are. Do not apply for jobs or courses if:

- you don’t have the necessary marks, qualifications or experience
- you haven’t completed the applications properly, fully, and accurately
- you have missed the due dates.

Possible challenges include:

- the availability of funding
- not being able to follow your first choice of study programme because it is full
- transport and accommodation
- responsibilities at home
- having to rewrite some subjects so that you can qualify for a course
- the lack of jobs that interest you or for which you are qualified
- institutions that offer the course you want to study are far from home
- the language of instruction at your HEI is not your home language.

Plan for these challenges! Make sure you have a Plan B in case things do not go as planned. For example, if you do not have the right number of points to follow a degree course, consider doing a certificate or diploma course in the same area.

1.6 Strategies to achieve goals

Revise what you know about setting SMART goals from Grade 11. Your goals should be:

- Specific – exact and not general
- Measurable – you can see when you have achieved your goal or made progress towards it.
- Achievable – you can reach this goal; it is within your abilities; it is possible
- Realistic – your goal is practical and sensible
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- Achievable – you can reach this goal; it is within your abilities; it is possible
- Realistic – your goal is practical and sensible
- Timely – you can achieve it within the time you have set yourself.

Once you have set your SMART goal:

- Make an action plan to achieve it.
- Carry out your action plan.
- Evaluate if you have achieved your goal or how far you still have to go.

Case study Strategies to achieve goals

I grew up in a sub-economic area. We lived in a small council flat where community acquired diseases like TB were prevalent. I considered the council flats sub-standard housing and believed that a professional pigeon breeder would not risk the lives of his pigeons in those often humid shelters. This was the major trigger for my desire to make sure that I did not live like this for the rest of my life. So, I took charge of my life and set myself a goal. I actually wanted to become a doctor, but after investigating things like course fees, travelling and accommodation, I decided to study Pharmacology, which was a four-year course.

My parents couldn’t afford to pay for my studies. I didn’t even have money to pay for my registration fees. Luckily my school lent me the money to register.

I managed to get a loan for my first three years. Of this, 40% was written off in the form of a bursary. For the last year, I got a full bursary because my marks were excellent. Your last year is the most important year at university. It is not about just passing, but how you pass. I had two As and two Bs in my final year. I passed with a B-aggregate. When you enter the job market, employers will choose the best candidate. So this was my motivation to do my best.

University life was tough. I had very little money. I worked during every university holiday to cover my expenses. I had to make sacrifices. When my friends partied, I had to study. But, I had the support and motivation of friends and people who believed in me. Another challenge was language. I was Afrikaans speaking and all my subjects were in English. I practically walked around with a dictionary for the first two years.

Public transport was another challenge as I had to make my schedule work around set train schedules, safety and costs. My parents could afford an allowance of only R20 per week. Most of that money was spent on train transport and I could keep only a small portion for something to eat or things like photocopies. I considered myself really fortunate when someone gave me a bicycle to use. Although the bicycle meant allowing for more travelling time and the weather was sometimes cold, rainy and windy, it was the perfect way to keep fit and save on transport costs. My bicycle very quickly earned the respect of my fellow students as it had its own parking spot in the classroom.

BPharm will enable you to work in any retail pharmacy or private or government hospital pharmacy. You can even work as a pharmacy or hospital manager. My first job was as a pharmacist in a retail pharmacy. After that, I became the pharmacy manager of a private hospital. Currently I am the manager of a private hospital. I manage and oversee the daily running of the hospital to make sure that everything runs smoothly.

My advice to young people is that you have to assess your circumstances first. If you are unhappy with them, do something about it. Find the courage and ways to change your circumstances. Set goals for yourself. Don’t give up. Accept where you are now, but aspire to go somewhere else. Make a decision and act on it. Only you can make that change. Believe in yourself and what you want to do.

(Source: Interview with Mr Hendrik Swartz)

Activity 4: Find out how Hendrik Swartz achieved his goals

Read the case study before you give written answers to these questions:

1. Why did Hendrik Swartz decide not to become a doctor? (2)
2. How did he manage his finances so he could study at university? (6)
3. What made Hendrik Swartz decide to change his circumstances? (2)
4. Explain how Hendrik Swartz achieved his goals. (4)
5. Evaluate in what way Hendrik Swartz is a role model. (6)
6. Write a short essay (15–20 lines) to evaluate critically your strategies for achieving your goals for life after Grade 12. (10)

Unit 2: Reasons for and impact of unemployment

Week 9: 1 hour
University life was tough. I had very little money. I worked during every university holiday to cover my expenses. I had to make sacrifices. When my friends partied, I had to study. But, I had the support and motivation of friends and people who believed in me. Another challenge was language. I was Afrikaans speaking and all my subjects were in English. I practically walked around with a dictionary for the first two years.

Public transport was another challenge as I had to make my schedule work around set train schedules, safety and costs. My parents could afford an allowance of only R20 per week. Most of that money was spent on train transport and I could keep only a small portion for something to eat or things like photocopies. I considered myself really fortunate when someone gave me a bicycle to use. Although the bicycle meant allowing for more travelling time and the weather was sometimes cold, rainy and windy, it was the perfect way to keep fit and save on transport costs. My bicycle very quickly earned the respect of my fellow students as it had its own parking spot in the classroom.

BPharm will enable you to work in any retail pharmacy or private or government hospital pharmacy. You can even work as a pharmacy or hospital manager. My first job was as a pharmacist in a retail pharmacy. After that, I became the pharmacy manager of a private hospital. Currently I am the manager of a private hospital. I manage and oversee the daily running of the hospital to make sure that everything runs smoothly.

My advice to young people is that you have to assess your circumstances first. If you are unhappy with them, do something about it. Find the courage and ways to change your circumstances. Set goals for yourself. Don't give up. Accept where you are now, but aspire to go somewhere else. Make a decision and act on it. Only you can make that change. Believe in yourself and what you want to do.

(Source: Interview with Mr Hendrik Swartz)

Activity 4: Find out how Hendrik Swartz achieved his goals

Read the case study before you give written answers to these questions:
1. Why did Hendrik Swartz decide not to become a doctor? (2)
2. How did he manage his finances so he could study at university? (6)
3. What made Hendrik Swartz decide to change his circumstances? (2)
4. Explain how Hendrik Swartz achieved his goals. (4)
5. Evaluate in what way Hendrik Swartz is a role model. (6)
6. Write a short essay (15-20 lines) to evaluate critically your strategies for achieving your goals for life after Grade 12. (10)

Unit 2: Reasons for and impact of unemployment

Week 9; 1 hour

Unit 2: Key questions
1. Why do we have unemployment?
2. What is the impact of unemployment?

2.1 Reasons for unemployment

Unemployment means there is no work, and no income. There are many reasons for unemployment. It is a worldwide challenge. South Africa is not the only country to have a high unemployment rate. However, reasons differ from country to country and from time to time.

In South Africa, the greatest number of unemployed people is between the ages of 15 and 35. In a population of 51 million, 7,5 million South Africans are out of work. Young people are badly affected, with more than half of 18- to 25-year-olds unemployed. This means that youth unemployment is a serious problem in South Africa. Unemployed youth make up 72,3% of unemployed South Africans.

Unemployment causes poverty and poverty leads to unemployment

When there are many unemployed people, fewer goods are produced and fewer services are provided. Unemployed people don't have money to buy goods or use services. Investors become scared to invest their money because they may lose it, and not enough people will buy their goods or use their services. Investors decide not to expand their businesses or they retrench workers. Some may even close down their businesses before they lose a lot of money.

For example, if there are many unemployed people, there will be less money available to spend on luxuries such as holidays, travel, hotel accommodation and eating out in restaurants. There will be less money to shop for luxury goods such as gifts. So hotels, restaurants and gift shops may go out of business. This leads to further unemployment, because the people who work there, will then also be without work.

Reasons for unemployment:
- A mismatch between skills and job opportunities: there are no jobs for people with certain skills, or there are jobs but not people with the skills to do them
- Corruption, which leads to 'jobs for friends' at overly high salaries and takes away jobs from the poor or better qualified
- Difficult for first-time or new entrants to enter labour market: people with experience are preferred
- Distance from workplace to home due to the apartheid-era Group Areas Act that displaced people
- Downturn in the economy (recession) where fewer jobs are created and businesses close down
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- Firms going out of business and retrenching workers
- Graduates' belief in how much they are worth in the job market may lead them to ignore lower-paying jobs, which may be the only jobs available
- Having qualifications and a career path that do not match your interests and ability
- High costs of employment, so firms hire fewer people who do more work
- Jobseekers become discouraged and give up trying
- Lack of education and skills
- Lack of entrepreneurship opportunities
- Lack of job search skills and information
- Fewer opportunities due to a cycle of unemployment. The longer you are unemployed, the more difficult it is to become employed
- Mechanisation and computers reduce the number of people needed for jobs
- More demand than supply: meaning there are more job applicants than jobs available
- Overpopulation
- Poverty and powerlessness mean that people have fewer opportunities to become employed
- Scarcity of the kind of jobs people want
- Shortage of skilled labour lessens the opportunities for less skilled labour
- Worldwide recession or downturn in economy, which reduces businesses' growth.
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Specific reasons for youth unemployment

There are specific reasons for youth unemployment. The reasons include:

- Businesses prefer employees who already have skills and experience to inexperienced and unskilled youth.
- Lack of knowledge on how to apply for study bursaries, study loans and learnerships.
- Lack of businesses that are willing to do on-the-job training.
- The youth do not have enough information about the role of FET colleges and their courses that lead to jobs.
- Some young people make high wage demands at entry level, which workplaces are not willing to agree to.
- There are too many recent university graduates with qualifications that do not match market needs.
- Some youth give up, and stop looking for jobs.
- There are too few universities to accommodate all the applicants.
- 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 networking skills; not knowing whom to contact.
- Employers do not regard schooling as an accurate measure of abilities. Low pass marks for NSC are not acceptable in a competitive workplace.
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- Lack of entrepreneurial skills.
- Lack of job search skills, especially for learners in schools where Life Orientation is not taken seriously.
- 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.

Graph 2 Percentage of unemployment by age
(Source: adapted from www.tradingeconomics.com/south-africa/unemployment-rate)

Activity 5: Analyse unemployment graphs

Work in pairs and look at Graphs 1 and 2. First discuss your answers with your partner before you work alone to give written answers.

1. In which age groups are the largest percentages of unemployed people? (2)
2. Why do you think the unemployment rate in South Africa is so high? Give five reasons for unemployment. (5)
3. Compare and contrast five different reasons for youth unemployment with those for general unemployment. (5)

2.2 Impact of unemployment

The impact or effect of unemployment is damaging; it causes great harm and despair. With no work, there is no income or money. Without money, people can’t provide for their basic needs, such as food, clothing, shelter and transport. Unemployment affects the unemployed not only financially, but also personally and socially.

Unemployment also affects the employed, the community and the country. Often, the unemployed lose hope, self-respect and motivation. This often leads to family conflict, divorce and abuse. Frustrated parents are stressed and get irritated with their children; they worry about where the next meal will come from. The unemployed are vulnerable because they are easy targets for drug pushers and human traffickers. The unemployed do not pay tax, which means there is less money for government to spend on education, hospitals, police and roads, for example.

The effects of unemployment include:

- poverty
- hunger
- homelessness
- lack of education and training
- substance abuse
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- physical and mental health suffers
- crime
- exploitation
- human trafficking
- HIV and AIDS
- child abuse
- lack of self-esteem
- exclusion and loneliness
- not feeling like a citizen of South Africa.

Cycle of unemployment

Activity 6: Interpret the cycle of unemployment

Work in pairs to look at the cycle of unemployment above before you answer the questions.

1. What is meant by ‘cycle of unemployment’? (2)
2. For each part of the cycle, from 1-10, replace the words given, with your own ideas of the impact of unemployment. This means you will create your own cycle of unemployment, which should not be a copy of the example given. Share your cycle with four other pairs in the class.
### Reasons for unemployment:

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Graph 2 Percentage of unemployment by age

- 15-24 yrs: 29.5%
- 25-34 yrs: 42.8%
- 35-44 yrs: 8.2%
- 45-54 yrs: 17.9%
- 55-56 yrs: 15.7%
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3. Now write a paragraph to explain the impact of unemployment. (8)

Case study 1 The impact of unemployment: wasted potential

Only two in five working age adults in South Africa, aged 15 to 64, have work. For South Africa to become more inclusive, many more people need to have jobs and make a productive contribution to the economy and society.

Unemployment represents lost productivity or output and a waste of potentially productive resources. It can also have a negative effect on future productivity.

Employment is not only about earning an income; it also promotes dignity, independence, achievement and innovation.

In addition, unemployment is associated with social problems such as poverty, crime, violence, a loss of morale, social degradation and political disengagement.
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(Adapted from: Confronting youth unemployment: policy options for South Africa: discussion paper, National Treasury, February 2011)

Case study 2 The impact of unemployment: depression

In the Samora Machel settlement area near Cape Town, an aged grandmother tried to commit suicide for a second time, out of desperation. This grandmother had tried to commit suicide before, because she was struggling to care for her nine grandchildren. She was desperate and unable to cope with her situation, which included a 17-year-old daughter who had recently left her with a 5-month-old baby. Her three children are unemployed and her eldest is a drug addict who steals from her.

(Adapted from m.news24.com/news24/SouthAfrica/News/Overwhelmed-gran-tries-to-kill-herself-20120426)

Case study 3 The impact of unemployment: HIV

High levels of unemployment have led to widespread poverty, which makes people more vulnerable to contracting HIV. The daily struggle for survival makes people living in poverty less concerned about getting HIV.

Strategies adopted by people made desperate by poverty, such as migration in search of work and ‘survival’ sex-work, are particularly favourable to the spread of HIV and AIDS.


Activity 7: Analyse the case studies

Read the three case studies carefully before you answer the questions.

1. How many people are unemployed? How does this make you feel? (2)
2. When are young women most at risk of exploitation? Explain how they are exploited. (4)
Unit 3: Innovative solutions to counteract unemployment

Week 10: 1 hour

3.1 Volunteering, part-time jobs, community work, entrepreneurship and informal jobs

**Unit 3: Key questions**
1. What can you do to counteract unemployment?
2. What are the financial and social possibilities of entrepreneurship?
3. What is the impact of corruption?

It is very important that you never lose hope, or feel that because there are so many unemployed young people, that you will never get a job. Now is the time to motivate yourself to do as well as possible at school, so that you can go to university, take on a learnership or attend an FET college. By now you should have realised that there are not many jobs for school leavers; you do need to get further qualifications.

However, if you are in a situation where you are not able to learn new skills immediately after Grade 12, or have a qualification but can't find work, then it is up to you to use your skills to find an alternative to a formal job. The worst thing you can do is sit at home, get depressed, join a gang, abuse substances, and lose all hope. That will just make you even more unemployable.

If you do volunteer work, or any work you can find such as part-time work, or become an entrepreneur and do informal jobs, you will gain very valuable work experience. Your CV will look better, because you would have gained some experience. So the chances are better that you will get a formal job sooner.

**Volunteering**

Volunteering means you help others. You give of your time and skills to others. You do not expect payment. Volunteering makes you feel good about yourself because you are doing something for somebody else. This builds confidence. It also allows you to explore your interests, abilities and skills. This might make it easier for you to choose a career.

Volunteering is not only about helping people. You can also, for example, volunteer to clean up rivers or beaches, or work at 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. You can add 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.

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Two mice fell into a pot of cream. They struggled to get out of the pot. The first mouse gave up very soon and drowned. The second mouse refused to give up. She struggled so hard that eventually she turned that cream into butter. So she was able to crawl out by standing on the butter. Who are you: the first or the second mouse?

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**Part-time jobs**
Entrepreneurship is not only about helping people. You can also, for example, volunteer to clean up rivers or beaches, or work at an animal shelter.

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Part-time jobs
If you work for a short while or for part of a day or week, you have what is called a part-time job. 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 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. For example, you may help to feed orphans or you may 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. There are many successful entrepreneurs in South Africa.

Informal jobs
Informal jobs are usually short term. 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. The flexible hours allow them to balance family responsibilities. Other people find that this is the only work they can do to survive.

3.2 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 cannot expect the government to provide all the jobs; each citizen has to try to create jobs and work opportunities for others. We live in a country where formal jobs are scarce, but where there are many opportunities in the informal sector.
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**SKILLS FOCUS**

**Entrepreneurship: How to draw up a business plan**

Your business plan sets out your goals for your business. It explains how you will achieve your goals; it gives a practical strategy. It outlines how you will sell, market and finance your idea. Your business plan should include:

1. A short accurate summary of your business, idea or plan. This is called an executive summary.
2. An outline to explain what your idea is; why it is different, special and unique; what service or goods you will provide, where and when; who your target market is; and from where your business will operate.
3. Briefly indicate the structure: who will run your business; who will do what; how many people are involved; whether they are partners or employees.
4. Explain what your target market looks like: what their needs are; who your clients and customers will be; where you will find them; how you will keep them.
5. Explain your finances: how much start-up money you need; where you will get it; what all your expenses will be; how much money you will make as profit.
6. Design an action plan to describe how you will advertise, market and sell your services or products.
7. Know the legal requirements. What municipal and governmental rules and regulations are required? What are the income tax implications? What types of permissions and safety certificates do you need?
8. Describe what you already have to start with, for example, a place to work from, a telephone, people to help you.
9. Add a SWOT analysis: briefly describe the strengths, weaknesses, opportunities and threats of your business plan, as an appendix.
10. Go out and implement your plan: just do it!

**Case study 1 Entrepreneur A**

Reggie Makheta, owner of the Roots Restaurant and Gallery in Soweto, has a restaurant that is the first in Soweto to combine traditional Sowetan meals with an art gallery.

*(Adapted from www.bizassist.co.za/kids_info.asp?id=79)*
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(Adapted from www.bizassist.co.za/kids_info.asp?id=79)

Case study 2 Entrepreneur B

Onesimo Ngumbela is the owner of TravelStop, based in Gauteng. They specialise in events, conferences, car hire, accommodation and airfares. With her motto of 'Dream big!', Onesimo is an entrepreneur, consultant and motivational speaker. She is widely recognised as one of the most dynamic women of her generation in South Africa.

(Adapted from www.info.gov.za/vukuzenzele/2012/feb/employ_12feb_business_leaders.htm)

Case study 3 Entrepreneur C

Buhle Dlamini is the founder and managing director of Young and Able cc. He is also a professional speaker and author of five books including The Successful Young Entrepreneur. ‘My advice to other young entrepreneurs trying to make it in business is this: Be professional from day one! Take your craft seriously and your customers will take you seriously too. Also manage your business finances carefully by having proper procedures in place to manage cash flow. And lastly, love what you do, since you’ll be doing a lot of it. There is no point being in business doing something you are not passionate about. If you do that, you are sure to struggle. So, if you love what you do and go for it, you are sure to win.’

(Adapted from www.info.gov.za/vukuzenzele/2012/feb/employ_12feb_business_leaders.htm)

Activity 8: Analyse case studies

Work in a small group and read the case studies before you answer the questions.

1. In what way are Onesimo, Reggie and Buhle entrepreneurs? (8)

2. Critically evaluate how these young people have made contributions to reducing unemployment. (5)

3. Write a paragraph to explain what you have learned from these young entrepreneurs. (5)

4. Suggest an idea for an entrepreneurship opportunity. Your idea must be original, not a copy of any of the case study ideas. It should include job creation for at least five other people. Present your idea to the class. Prepare to motivate your idea to explain why you think it can bring in an income. (12)
Create work and employ others

Each One, Hire One is a Sunday Times campaign that aims to stop unemployment. The campaign includes articles on how to tackle job creation, and advice on how to create and retain jobs. We believe Sunday Times’ readers – at work and at home – can make a meaningful contribution to shifting the way we think, to make us a nation that seeks and embraces employment opportunities for the young. Contact us on eachone@sundaytimes.co.za.

3.3 SARS tax obligations

Income tax is the government’s main source of income. Income tax is a tax 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.

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.

SARS requires all those receiving any form of employment income, including those below the tax threshold, to be registered with SARS to help reduce non-compliance or tax dodging.

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.

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

Corruption and fraud are ways of getting money, privileges and power dishonestly. Corruption is the misuse of public power and money for private benefit. It is the abuse of public office for private gain. For example, corruption is using an official position to get money from someone who is not an official. Fraud is using lies to get money, or for another illegal purpose.
3.4 The impact of corruption and fraud on the individual, company, community and country

**Corruption** and **fraud** are ways of getting money, privileges and power dishonestly. Corruption is the misuse of public power and money for private benefit. It is the abuse of public office for private gain. For example, corruption is using an official position, rank or status, for your personal benefit. Fraud is getting money by cheating, stealing or doing dishonest deals.

Corruption is the enemy of self-improvement, nation-building, service delivery and good governance. The negative effects of corruption are not only economic, but also social, political and moral. Corruption affects the individual, company or government, community and country in harmful ways.

Forms of corrupt behaviour include:

- bribery – paying for an illegal favour
- influence peddling – the illegal practice of using one’s influence in government or connections with persons in authority to receive information or benefits
- stealing public resources – taking what belong to all, for yourself
- nepotism and **cronyism** – the appointment of family or friends to positions of authority, regardless of their qualifications
- favouritism – giving special treatment or favours to those who do not deserve them
- extortion – obtaining money or favours through force or threats.

**Impact of corruption on individuals**

Corruption affects the poor individual the most. For example, corruption increases the cost of public services. It also reduces poor people’s access to housing, electricity, water, health care and documentation. It makes poor people feel powerless and cheated. It is easy to lose hope when there is corruption, because unfair advantages are given to those who can pay.

**Impact of corruption on companies**

Corruption leads to people not trusting officials who take bribes from them. People within the company also start to mistrust one another. The company or government gets a bad name. People think that the only way to get services from that company is through corruption. The company may have to spend a lot of money on putting controls in place to stop corruption. This money could have been better spent on social responsibility programmes.

**Impact of corruption on communities**

The community is also affected. People may believe that the only way to access
Impact of corruption on communities

The community is also affected. People may believe that the only way to access services, jobs and opportunities is through bribery. If bribery becomes common, others in the community will think that corruption is a normal way to get what they need. People will start distrusting each other because corruption leads to some being unfairly advantaged. For example, if people have been on a waiting list for housing for many years, and then another community member pays a bribe to be put first on the list, this is unfair and leads to the breakdown of good community relations.

Impact of corruption on the country

Corruption has a negative effect on the country. This is because service delivery will not be at its best, unemployment will be increased, institutions will not develop, income generation through taxes will be harmed and donors and investors will not put their money in a country that is corrupt. Money that was meant for projects and job creation will be lost to corruption and so social development will not take place. Corruption limits economic growth. It promotes poverty as there are fewer jobs and more inequality. We cannot reach the goal of a better life for all if resources meant to improve the lives of the poor do not reach them.

Example of the impact of corruption on the individual, company, community and country:

Rudy bought his driver’s licence from a corrupt traffic official. He did not know all the rules of the road and how to control his vehicle. He thus became a danger to the community. He boasted about it to his friends, and they said: ‘Oh, we will also buy our drivers licences instead of taking the test!’ Rudy started believing that bribery was the only way to get what he wanted. He bought an old minibus that was not roadworthy. He bribed an official at the vehicle testing centre to give him a roadworthy certificate. Two weeks later, Rudy was driving too fast and lost control of his vehicle. It overturned and all 15 passengers were killed. The community was in mourning: South Africa lost 15 productive citizens. Rudy was arrested and was sent to jail for a long time.

SKILLS FOCUS

What to do about corruption

- Never take part in any corruption, no matter how small.
- Always report corruption to the National anti-corruption hotline: 0800 701 701
- Report corruption to the Open Democracy Advice Office. SMS: HELP to 073 786 0459

(Source: www.opendemocracy.org.za/whistleblowing/)
Corruption and fraud leave less money for those who need it most.

Activity 9: Evaluate the impact of corruption and fraud

1. Make a mind map to show the impact of corruption and fraud on:
   1.1 an individual (2)
   1.2 a company (2)
   1.3 the community (3)
   1.4 our country (4)

2. Give a short talk on how you would combat corruption. (5)

Content summary

Key concepts

Unit 1: Commitment to a decision taken

- You need to make decisions about work and studies based on your interests and skills, and on the requirements of higher education institutions (HEIs) and the job market.
Content summary

Key concepts

Unit 1: Commitment to a decision taken

- You need to make decisions about work and studies based on your interests and skills, and on the requirements of higher education institutions (HEIs) and the job market.

- Before you apply for a job, make sure it is what you want to do; find out about various options. Write a short covering letter, have up-to-date copies of your CV and letters of reference; make your application easy to read; read job adverts and online instructions carefully; and check that your grammar and spelling are correct.

- Consider a variety of HEI courses; look at different HEIs and make sure they have a good reputation; apply before the deadlines.

- Know how much your studies will cost and ways to fund them, such as bursaries, scholarships, learnerships, and loans.

- Complete application forms clearly, accurately, and fully so that you don’t spoil your chances.

- Consider various accommodation options such as staying at home, in a residence, or renting a room. Think about travel arrangements and costs.

- Consult newspapers, websites, brochures, HEIs to find out more about work and study opportunities. Network, job shadow and volunteer.

- Anticipate challenges such as funding, responsibilities at home, and lack of jobs.

- Have strategies to achieve your goals such as SMART goals and action plans.

Unit 2: Reasons for and impact of unemployment

- People may be unemployed because the economy is bad and businesses are not expanding; they don’t have the right skills for the jobs; they lack experience and education; they don’t try hard enough to find a job.

- The youth may be unemployed because: employers want people who have experience and/or good marks at school; youth may have unrealistic expectations of jobs and salaries; they lack job search skills; they can’t afford to travel to job interviews or don’t have access to computers to apply for jobs.

- Unemployed people can lose hope, self-respect and motivation. This can
residence, or renting a room. Think about travel arrangements and costs.

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- Unemployed people can lose hope, self-respect and motivation. This can cause family conflicts, substance abuse, illness, crime, and child abuse. They may be forced to accept very low-paying work. The unemployed don’t pay tax, so the government has less money to provide training and create jobs. This is known as the cycle of unemployment.

Unit 3: Innovative solutions to counteract unemployment

- Some solutions to unemployment include: further education and training; volunteering; becoming an entrepreneur; part-time jobs; and community work.

- Entrepreneurship creates jobs and opportunities for others. A business plan helps you to set goals and work out practical strategies.

- People who work, even entrepreneurs in the informal sector, must pay income tax if they earn over a certain amount.

- Corruption and fraud are dishonest and illegal ways of getting money, privileges and power for your personal benefit. Corruption includes bribery, influence peddling, stealing public resources, nepotism and cronyism, favouritism, and extortion. Corruption and fraud take away money from others who need it.

- Corruption affects individuals, companies, communities and the country.
Term 2

Chapter 7: Democracy and human rights
Unit 1: Responsible citizenship
Unit 2: The role of the media in a democratic society: electronic and print media
Unit 3: Ideologies, beliefs and world views on recreation and physical activity across cultures and genders

Chapter 8: Physical Education: Participate in programmes that promote long-term engagement in physical activity
Unit 1: Safety in games and sport
Unit 2: Play soccer
Unit 3: Play basketball
Unit 4: Play indigenous games

Chapter 9: Social and environmental responsibility
Unit 1: Community responsibility to provide environments and services that promote safe and healthy living
Unit 2: Formulating a personal mission statement for life
Unit 3: Impact of vision

Chapter 10: Physical Education: Participation in programmes that promote long-term engagement in physical activity
Unit 1: Traditional and non-traditional games
Unit 2: Play community and playground games

Programme of assessment
- Physical Education Task (PET)
- Formal assessment task: Project
- Mid-year examination
Chapter 7 Democracy and human rights

Weeks 1-4; 4 hours

Unit 1: Responsible citizenship

Week 1; 1 hour

Unit 1: Key questions

- What is responsible citizenship?
- How can you deal with discrimination?
- How can you challenge human rights violations?

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. As a responsible citizen you:

- are aware of, respect, and promote human rights
- are concerned about the welfare of others
- take part in campaigns, projects and events that fight against the violation of human rights
- obey the law
- participate in civil and political activities
- vote in elections
- pay your taxes.

1.1 Evaluate your position on discrimination and human rights violations

If you evaluate your position on discrimination and human rights violations, you critically analyse your own viewpoints, behaviour, opinions and attitudes towards these issues. You consider your position by taking the Bill of Rights into account. You participate in discussions, projects, campaigns and events that address discrimination and human rights violations.

Bill of Rights

'This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human
Bill of Rights

'This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.' This is the first sentence of the Bill of Rights.

You will remember that the rights in the Bill of Rights are basic human rights that all people, not only South African citizens, should enjoy and respect. Examples of some of the 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; and to have access to basic health care.

Discrimination

If you discriminate against others, you treat them unjustly, unfairly, and unequally because they are, or you think they are, different from you. An example of discriminatory behaviour is calling people insulting names because of their race, their age or their religion or because of some physical or mental disability. Discrimination is a violation of human rights.

Human rights violations

Human rights violations mean hurting, disrespecting or acting against someone's rights. If you call someone names you are being disrespectful to that person. You are violating her or his rights to dignity. If you kill someone, you are violating her or his right to life. Some learners violate other people's rights to privacy by posting their private information on Facebook.

Activity 1: Evaluate your own position on human rights violations

Work in small groups. Read the statements below and then answer the questions.

A. Fourteen-year-old Babalwa was forced by her parents to marry a much older man and leave school.
B. The police shoot and kill 34 striking miners.
C. A Somalian shop owner is stoned. His shop is looted and set alight because he is not a South African.
D. A few Grade 12 learners post private photos of a naked Grade 11 learner on Facebook.
E. A learner stabs a classmate in a fight over a girl.
F. A learner who passes all her subjects with distinctions cannot afford to go to university.

Go to Activity 1 and evaluate your own position on human rights violations.
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E. A learner stabs a classmate in a fight over a girl.
F. A learner who passes all her subjects with distinctions cannot afford to go to university.
G. A farm worker who has been living and working on a farm for his entire life is evicted when a new owner buys the farm.
H. A deaf learner is told he can’t join the soccer team.
I. A learner is mocked because he belongs to a religion that most of the other learners have never heard of before.
J. A magistrate does not speak the home language of the accused and there is no translator. The case continues regardless.

1. Explain to your group what position you take on each of the violations. Refer to the Bill of Rights and explain your viewpoint. (20)
2. Write a paragraph to explain how you are a responsible citizen. (5)

1.2 Participate in discussions, projects, campaigns and events which address discrimination and human rights violations

Discussions

Discussions are dialogues, talks and conversations in which people share information, ideas, experiences and opinions. Discussions can be formal or informal. Examples include:

- Online discussions and forums – people write their opinions on a website and others respond and comment.
1.2 Participate in discussions, projects, campaigns and events which address discrimination and human rights violations

Discussions
Discussion are dialogues, talks and conversations in which people share information, ideas, experiences and opinions. Discussions can be formal or informal. Examples include:

- Online discussions and forums – people write their opinions on a website and others respond and comment
- Social media such as Twitter and Facebook
- Radio programmes – may have a discussion with an expert and then people phone in to give their ideas or ask questions
- Talks and workshops
- Organisations, such as the Human Rights Commission have discussions with government.

Projects
Projects that help people whose human rights have been violated usually run over a long time, even years. They may be run by non-governmental organisations (NGOs), universities, or faith-based organisations. Projects are always looking for volunteers to help them.

Orange Farm Human Rights Advice Centre
The Foundation for Human Rights, has taken over a project started by the Catholic Church in 1996 at Orange Farm. Orange Farm, south of Johannesburg, is one of the largest informal settlements in South Africa, with a population of about a million people. The project is an advice centre that deals with evictions, domestic violence, child abuse, and disability issues. It also assists refugees and asylum seekers, and helps people to get birth certificates and ID documents. It has been a beacon of hope in the poverty stricken community of Orange Farm.

Youth Rights Project
The Human Rights Institute of South Africa (HURISA) has a project that organises human rights training workshops for youth representatives. The aim is to build values and develop responsibility, expertise, skills and understanding of rights that give youth opportunities.

Young people who take part in the workshops are expected to pass on what they know to their communities and to start projects that seek to improve human rights situations.
Young people are helped to understand their rights and responsibilities. They are guided on how to make the most of career and job opportunities.

Campaigns

A campaign is a series of actions intended to change something. A campaign can be for or against something, for example, a campaign for more clinics in rural areas or an anti-drug abuse campaign.

Peermont School Support Programme

The Peermont School Support Programme (PSSP) started a human rights campaign in some high schools in the Ekurhuleni and Sedibeng areas. The aim is to introduce conversations at the schools about human rights, the Bill of Rights, and the Constitution. The campaign includes field trips for learners (for example, to the Johannesburg Holocaust and Genocide Centre and Museum Africa), school workshops with guest speakers, and a poster campaign. There is also an annual Human Rights Public Speaking Competition. The finals of this competition are held at the Constitutional Court of South Africa. PSSP has also introduced a Bill of Responsibilities to the schools, which shows the responsibilities that go with the rights in the Bill of Rights. It aims to encourage learners, teachers, parents and communities to work together and create a culture of responsible citizenship in schools.

Demand Dignity campaign

Amnesty International’s six-year Demand Dignity campaign focuses on areas of human rights violations in which poor people are ignored, excluded from decisions, and are kept poor and powerless. For example, in the Niger Delta region of Nigeria, the oil industry has not cleaned up oil spills and other pollution, years after they happened. This leaves poor people exposed to violations of their economic, social and cultural rights.

Events

An event is a planned occasion or activity. It may be part of a larger human rights campaign or project. An event may be organised for an anniversary of something (such as Sharpeville) or on a particular public holiday such as Human Rights Day and Women’s Day. Examples of events are marches, parades, festivals, prayer services, laying wreaths to honour the dead, celebrations, talks, conferences, congresses and concerts by famous people.

Youth Celebrations

‘Celebrations of South Africa’s youth, from Youth Day to Youth Month, are held by various organisations such as the Foundation for Human Rights and the government’s National Youth Development Agency (NYDA). These events are about celebrating being young, having fun and learning more about what it means to take responsibility for one’s future. Talks and discussions focus on the challenges that
Youth Celebrations

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Youth Family Congress

The Youth Family Congress was an event that took place in Tanzania. Its aim was to give young people the opportunity to discuss issues affecting them.

Amukelani Mayimele was one of the organisers and participants. She comes from Welkom in the Free State. She gave up her accounting career to start Zayrah (which means ‘seed’), a development agency that tries to alleviate poverty and motivate and inspire African youth. She also works with One Young World, a non-governmental organisation that is a network of young people who want to change the world.

Activity 2: Participate in human rights promotion

Work in a small group.

1. Read the examples of discussions, projects, campaigns and events in this unit. Discuss in your group and decide which of these are most needed in South Africa. Choose two that you feel are very important right now. Give reasons for your choice. (5)

2. Organise a discussion forum, project, campaign or event that is aimed at addressing discrimination and human rights violations and participate in the exercise. You may use the examples or arrange something similar at your school.

   2.1 Write a short essay of 10–15 lines on:
   - What the activity was about (5)
   - What you did (5)
   - How you acted as a responsible citizen. (5)

1.3 Evaluation of outcomes of campaigns and events
1.3 Evaluation of outcomes of campaigns and events

To evaluate the outcomes of a campaign or event, you need to apply evaluation criteria. These include:

- Identify the aims of the campaign or event.
- Find out if these aims were achieved. This you can do by observing, asking questions, doing research and by comparing the problem before the campaign or events, to how the problem was solved or improved, after the campaign or event.

Case study Stop Violence Against Women

Violence against women is often ignored and rarely punished. Women and girls suffer disproportionately from violence – both in peace and in war, at the hands of the state, the community and the family.

A life free from violence is a basic human right. From the home to the conflict zone, violence against women must stop.

Amnesty International’s campaign to Stop Violence Against Women:

- pushes for the implementation of existing laws that guarantee access to justice and services for women subjected to violence including rape and other forms of sexual violence
- calls for new laws to be enacted that will protect women’s human rights
- demands an end to laws that discriminate against women
- urges the ending of violence against women perpetrated by a state and its agents
- works to empower women.

(Source: Amnesty International)

Activity 3: Analyse a case study

Read the case study above before you answer the questions.

1. What is the aim of this campaign? (2)
2. List two ways in which you can evaluate the outcomes of the campaign. (4)
3. What do you think can be done to ensure that the rights of women are not violated? Give five practical suggestions. (5)
2. List two ways in which you can evaluate the outcomes of the campaign. (4)

3. What do you think can be done to ensure that the rights of women are not violated? Give five practical suggestions. (5)

4. Give Amnesty International advice on how to improve their campaign. Motivate your suggestions. (4)

5. Join a class debate where you discuss the merits or otherwise of a range of projects, campaigns and events aimed at addressing discrimination and human rights violations.

Unit 2: The role of the media in a democratic society: electronic and print media

Weeks 2–3; 2 hours

Unit 2: Key questions
- What is freedom of expression and what are its limitations?
- To what extent do the media reflect a democratic society?
- What is your view of the coverage of sport?

2.1 Role of the media in a democracy

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.

The role of the media is to inform society about daily events that are newsworthy, and to entertain, for example, by giving us soaps to watch. Newspapers give us the daily news, covering both local and international events. TV and radio mostly entertain, but also offer news, educational programmes and documentaries. Telephones keep people in touch with each other and allow them to send and receive messages immediately.

Social media are websites and software programmes that allow you to interact instantly with a website or with other users. This is different from TV, radio, and newspapers, for example, where the information flow is usually one way. For example, in social media you can write comments (Twitter, blogs), vote on issues (Facebook), add information (wikis, such as Wikipedia), join groups (Facebook), and share your photos and videos (YouTube, Flickr).
In a democracy, the media’s core role is to communicate, inform and educate. The media play an important role in informing citizens about their government, their rights and freedom and their health and safety. The media’s role is important in a democracy to:

- expose violations of human rights
- report on unlawful activities, the courts and court cases
- expose corruption and mismanagement
- communicate, inform and educate
- entertain
- give political information that can inform voters
- identify problems in our country and communities
- promote debate and discussion
- promote nation-building by giving access to diverse viewpoints and world views as well as sports coverage
- give publicity to successes and people who are inspiring
- shape public opinion.

The role and responsibility of the media in a democratic society includes being fair, honest and reliable. **Freedom of expression** comes with the responsibility to use this freedom with care, and to take note of the **limitations** of this freedom (see 2.2 below.). The media reflect and influence public opinion and are powerful policy drivers. Media coverage can make or break a person’s or a company’s reputation. Therefore the media:

- should explain what is happening, and give enough information to explain why it is happening
- must explain issues without being sensational or trying to shock
- should focus not only on scandals or use untrue headlines just to sell papers or get their viewership and listenership numbers up so that they can charge more for advertisements
- should promote free and fair elections and give political parties equal exposure
- need to differentiate between facts and opinions, and reporting versus analysis
- could be leaders in debates on what can and should be done about the challenges that affect our democracy and our country’s well-being
must train reporters to check sources carefully before reporting

should publish corrections if they make mistakes, in the same size and the same position on the page where the error occurred.

However, the media do not always fulfil their role in a democratic society. They sometimes harm, misinform, and publish inaccurate versions of events and half-truths. They do not always tell the whole story or put the events in the true context or situation. For example, they may misquote a politician by giving only half a statement.

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

- Most media make money from advertisements and sponsors. The media therefore aim to satisfy the interests of their advertisers. These may not be the same as the interests of the public. The media 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. The 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 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 was not necessary. What is not told may be just as important as what is told.

Activity 4: Identify the role of the media in a democratic society

1. Carefully read through the information above about the role of the media in a democracy. Then write short notes to critically evaluate the role of the media. Indicate:

1.1 Your understanding of the role of the media in a democratic society. (6)

1.2 Give five examples of where the media do not fulfil their role. Give a short example. (6)
2. Give the media advice in a short paragraph about how they should fulfil their role. (4)

2.2 Freedom of expression and limitations

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.

However, this freedom has limitations, boundaries, or rules. People may not express viewpoints that violate the rights of others.

Unlike the freedom we have in South Africa now, there was no media freedom during apartheid and there was severe censorship. This meant that the media were banned from reporting on certain issues and events. For example, reporting on the atrocities of the apartheid government was limited. Some media workers did try to make their voices heard, but they were often jailed, tortured or banished from the country.

The lack of freedom of expression in an undemocratic country makes us realise how privileged we are to live in a democratic country. For example, in North Korea, which is not a democratic country, the media are severely censored. Access to international television and the Internet is limited, and Google is banned. The citizens do not know much about what is happening in their own country or in the rest of the world.

The Internet is a source where freedom of expression is promoted and made accessible to many people around the world.

Constitutional freedom of expression

In South Africa, our Constitution guarantees us freedom of expression. This means that you must respect others' viewpoints, even if they differ from your own. However, you must also respect the law and not use your freedom to harm others or promote violence.
Constitutional freedom of expression

In South Africa, our Constitution guarantees us freedom of expression. This means people can express their viewpoints, even if they differ from others. For example, people and the media may express opinions that differ from those communicated by the government, leaders, officials and their peers.

The Constitution of South Africa (Act 108 of 1996) states the following in Section 16 (1): 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
- academic freedom and freedom of scientific research.

Constitutional limitations to freedom of expression

Section 16 contains the following limitations to freedom of expression. The right in subsection (1) does not include:

- propaganda for war
- incitement of imminent violence
- advocacy of hatred that is based on race, ethnicity, gender or religion
- incitement to cause harm.

This means you have freedom of speech, but cannot use hate speech. You cannot use racist language, or discriminate against anyone. You cannot encourage people to take part in violent acts, or to hurt or hate others. The media may not publicise and distribute anything that is of a criminal nature, or that can damage or harm people.

The Protection of State Information Bill

This Bill is also known as the Secrecy Bill because it proposes long jail sentences for journalists or whistle-blowers or anyone who makes state secrets public. It is not clear exactly what will be considered ‘state secrets’.

State secrets usually include information that the general public and other countries don’t need to know. This information is used to protect the public and the country. For example, South Africa and Mozambique have an agreement on how to catch and deal with pirates. If this information were to be made public, the pirates would also know about it. The size of an army and the number of weapons it has are also state secrets. Whereas it is necessary to protect our country’s state secrets, there are fears that this Bill may be abused to protect some corrupt officials. The negative aspects are that this legislation may harm investigative journalists, because it may gag or silence opinions.
About 1000 people protested outside the South African Parliament in Cape Town against the Protection of State Information Bill.

**Activity 5: Evaluate freedom of expression and its limitations**

1. Work in a small group to decide which of the following items could be freely communicated in the media, and which cannot because it contains hate speech or unsuitable images. Give reasons for your decisions.

   1.1. A senior government official offers his wife's company a tender worth R95 million

   1.2. A cartoon showing the naked body parts of a male or female head of state or public person

   1.3. A person tweets racist jokes to her friends

   1.4. A blog on the Internet in which someone writes abusive comments about the opposite gender

   1.5. A cartoon that is offensive and disrespectful to a particular religion.

2. Read sections 2.1 and 2.2 above before you discuss briefly in your group which of the opposing statements you agree with. Give reasons to support your arguments.

   - Everything in the media is not true / Once the media reports on something, it must be true.

3. Hold a class debate on these opinions:

   - Should the media in a democracy be the government’s regulator and report on any irregularities or wrongdoing in government?

   OR
• Should the media support the government in whatever they do and never challenge government?

4. Write three short paragraphs to explain what you have learned about freedom of expression and its limitations. (15)

2.3 Extent to which media reporting reflects a democratic society

You can analyse the following information to decide the extent or level to which the media reflect a democratic society: the topics covered in the media, the positions or viewpoints taken by editors, and the space and airtime allocated to topics. The geographical distribution, in other words, the accessibility of information to different groups living in different areas, is also an indication of how much the media mirror or reflect a democratic society.

Topics covered

Newspaper editors, radio station managers and TV bosses choose the topics to cover and the time or space allocated to each story. These people do not necessarily have neutral opinions.

Many of them are guided mainly by commercial interests. So the first question they would usually ask is: ‘Will this sell my newspaper or make people want to watch my TV station? If I get many readers or viewers, will I be able to charge more for advertising?’ The people who make decisions about which stories to report, will also decide whether it is relevant to their audiences, if there is public interest in an issue, how newsworthy it is and what the entertainment value is.

For example, topics that are popular because people find them interesting or useful include news, information about celebrities, sports, religion, health, arts, culture, politics, entertainment, job searching and school homework. If there are stories, articles, or Internet sites on these topics, more people will read the newspaper, listen to the radio, watch TV, or go to a website. The bigger the audience, the more money can be charged for advertising. Look at Graph 7.1, which shows the most popular topics read by South Africans on the Internet.
Graph 7.1 Topics most read on the Internet by South Africans

Positions taken by editors

Editors of newspapers and magazines have a lot of power because, apart from the allocation of topics, space and content, they can also express opinions in editorials. An editorial is usually a short opinion piece that summarises the main news item and gives an opinion about it. It is mostly used for good, such as to urge the government to give each school a library, or for people to stop participating in criminal activities, or to drive safely. It reflects the position of the editor and how the editor feels about an issue or event.

The editor’s position can also be seen from the type of content allowed, space allocated and slant or focus of the news reports. Some editors, for example, may ignore difficult issues because they believe their media is about entertainment, while others will focus on the issues of the day and try to inform the public.

Editors may hold positions on a specific news item. For example, when police shoot criminals, some editors may hold the position that this prevents crime, while others may say this is morally wrong and unconstitutional. The positions editors take will depend on their viewpoints and their audience. See the box below about harmful positions editors take.

Harmful positions taken by editors

An example of a harmful and inaccurate position taken by editors
Harmful positions taken by editors

An example of a harmful and inaccurate position taken by editors was seen during the 2010 Soccer World Cup. British newspapers and BBC television programmes included a range of news items about the dangers of living in South Africa. Some even urged spectators to wear bulletproof vests and to hire bodyguards. They advised soccer fans to go to the stadiums and then rush back to their hotels, otherwise they would be killed. This was of course untrue and ridiculous, but the damage was that a lot of people cancelled their trips to South Africa. After the World Cup, some of the journalists apologised because this was the safest tournament ever, but it was too late to bring back the many tourists and the money they would have spent.

Space allocated

Space is not only about how big an item is, but is also, for example, about which page it appears on in a newspaper or magazine, how much time is given to it in a TV or radio broadcast, whether it appears at the beginning or end of a news report, or whether it appears on the home page of a website or if you can get to it only by following links. Space allocation is not always fair, and many people feel that their stories are not properly told in the media, or get too little space.

Analysts spend a lot of time looking at which stories on the Internet get the most hits or visits, what is tweeted about most and how many people watch or listen to a particular TV or radio programme. These results inform editors of future space allocation, as they try to compete to make their products what readers, viewers and advertisers want.

Topical or current events are allocated more space. For example, the Olympic Games get a lot of coverage while they are on, as do soccer, rugby and cricket tournaments. Other sports will be allocated less or no space.

Geographical distribution

The accessibility of information for different groups in South Africa is not equal. People in deep rural areas may not have access to newspapers, cell phone coverage or satellite television. Internet access is not available or not as readily available in some rural areas.
Cell phone coverage is not always available in rural areas.

People in rural areas may be limited to listening only to local radio stations. In addition, poor people may not be able to afford newspapers, or have access to computers, the Internet or TVs. This means that the media do not reach everybody. There are still large numbers of people in South Africa who can’t read, so radio and TV are the easiest means for them to access information. These media may not always be affordable.

During elections, citizens may want access to as much information as possible before they vote, but some citizens may not have access to the media and may not be fully informed about their options.

Graph 7.2 Access to electronic media: the Internet
Activity 6: Investigate topics, editors’ positions, space allocated and geographical distribution

Work in a group.

1. Select one type of media as your focus. For example, choose newspapers, radio, TV or an aspect of the Internet. If you don't have access to any of these media, use this textbook as if it were a magazine, and read the case studies.

2. Study your choice of media for three days. Note the number of times specific types of stories and news items appear, and how much space they are given or how much time they get on radio or TV.

3. Then work alone to write a paragraph. Summarise what you found out in question 2 and come to a conclusion. (10)

4. Imagine that you are an editor of a huge newsroom.
   
   4.1 Consult Graph 7.1 to see what South Africans who have access to the Internet are interested in.
   
   4.2 Make a list of five topics that you would like to see in the media. (5)
   
   4.3 Explain why you chose these topics. (5)
   
   4.4 Explain what position you would take on one topical issue, for example, traffic accidents, crime, substance abuse, education, recreation and physical activity, municipal service delivery or politics. (10)

5. What does Graph 7.2 above tell you about access for all South Africans to the Internet? (4)
   
   5.1 Critically analyse the implications of a lack of access to the media. (5)
   
   5.2 Suggest how the geographical distribution of media can be improved in South Africa. (6)

2.4 Critical analysis of media and campaigns

Critical analysis of the media

It is important to critically analyse the media to evaluate their balance and fairness in reporting. Pay attention to their selection of content; sources used; types of stories; level of commercial content, such as space used for advertisements; sensationalism or the use of shocking details to cause a lot of excitement or interest; exaggeration; and accuracy. For example, if a TV news item shows only one side of the story in a war zone and does not interview any opposition fighters or show their death rates, it is not providing fair reporting.
The press exists to serve society. It enables citizens to make informed judgements on current issues. This is recognised in the South African Constitution, Section 16 of the Bill of Rights. As journalists, we commit ourselves to the highest standards of excellence, to maintain credibility and keep the trust of our readers. This means striving for the maximum truth, avoiding unnecessary harm and acting independently. We adopt the following Code:

1. Reporting of news
The press shall be required to report news truthfully, accurately and fairly. It shall be presented in context and in a balanced manner. It should be without any change from the facts.

2. Gathering of news
News should be obtained legally, honestly and fairly unless public interest dictates otherwise.

3. Independence and conflicts of interest
The press shall not allow commercial, political, personal or other non-professional considerations to influence or slant reporting. Conflicts of interest must be avoided.

4. Privacy
The press shall exercise exceptional care and consideration in matters involving the private lives and concerns of individuals. Any right to privacy may be overruled only by valid public interest.

5. Dignity and reputation
The press shall exercise exceptional care and consideration in matters involving dignity and reputation. Any right to privacy may be overridden only by valid public interest.

6. Discrimination and hate speech
The press should avoid discriminatory references to people’s race, colour, ethnicity, religion, gender, sexual orientation or preference, physical or mental disability or illness, age, or other status except where it is strictly relevant to the matter reported.

The press has the obligation not to publish material that amounts to hate speech.

7. Advocacy
A publication is justified in strongly advocating its own views on controversial topics. However, it has to treat its readers fairly by making it clear what the difference is between fact and opinion, and not lying, holding back or twisting the facts.

8. Comment
The press shall be entitled to comment upon or criticise any actions or events of public interest. Such comments or criticisms must be made fairly and honestly.

9. Children
The press shall not identify children who have been victims of abuse or neglect without their consent and the consent of a court or legal guardian.
9. Children
The press shall not identify children who have been victims of abuse or exploitation, or who have been charged with or convicted of a crime.

10. Violence
Due care and responsibility shall be taken by the press with regard to the presentation of brutality, violence and atrocities.

11. Headlines, posters, pictures and captions
Headlines and captions to pictures shall give a reasonable reflection of the contents of the report or picture. Pictures shall not misrepresent or mislead, nor be manipulated to do so.

12. Confidential and anonymous sources
The press has an obligation to protect confidential sources of information.

13. Payment for articles
The press shall avoid chequebook journalism, where informants are paid.


### SKILLS FOCUS

Use these questions to help you critically analyse the media and campaigns:

<table>
<thead>
<tr>
<th>Questions you need to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What methods do the media use to attract your attention? For example, do they use big headlines, catchy headlines, shocking pictures, sensational photos or colour?</td>
</tr>
<tr>
<td>2. Is there evidence to show that the information is factual, or is it an opinion? How do you know if it is true?</td>
</tr>
<tr>
<td>3. Have both sides of the story been told? Have all the people involved been given a chance to comment or state their case?</td>
</tr>
<tr>
<td>4. Is it clear from which viewpoint or voice the news item is given? Who is speaking or writing?</td>
</tr>
<tr>
<td>5. Is there any bias? Can you see stereotyping or discrimination?</td>
</tr>
<tr>
<td>6. Is the purpose of the message clear?</td>
</tr>
<tr>
<td>7. Are there particular values or points of view promoted by this message?</td>
</tr>
</tbody>
</table>
Activity 7: Critically evaluate headlines

1. Explain why newspaper headlines are sometimes misleading. (6)

2. Which of these news headlines do you think are true or false? Give reasons for your answers. (14)
   
   A. Three-headed boy seen in village after spaceship sighting
   
   B. Bafana favourites to win World Cup in Brazil
   
   C. Road accident rate over holiday period increases
   
   D. Youth obesity increases
   
   E. Foetus of calf found in burger
   
   F. South Africa's prisons stand empty as crime rate drops to zero
   
   G. Celebrity in all-night drunken row, says ex-husband

Critical analysis of campaigns

Campaigns are movements, drives or crusades that push, fight or advocate for an issue. For example, there have been campaigns to get rid of corrupt officials, deal with road accidents and educate the country about HIV. Some campaigns are not helpful, for example, where some of the media start a campaign to humiliate a
Critical analysis of campaigns

Campaigns are movements, drives or crusades that push, fight or advocate for an issue. For example, there have been campaigns to get rid of corrupt officials, deal with road accidents and educate the country about HIV. Some campaigns are not helpful, for example, where some of the media start a campaign to humiliate a politician or celebrity for personal reasons.

Some campaigns are useful, necessary and contribute to a democratic society. Examples include the Equal Education's campaign for libraries for all schools, and the Right2Know campaign, which advocates for freedom of the media. Lead SA guides people on how to oppose corruption and promotes nation-building. Another useful initiative is the Mandela Day campaign.

The aim of the Right2Know Campaign is to ensure that everyone living in South Africa is free to get and share information. This vision will never be a reality without a strong, critical, well-funded media sector that is free from government and corporate control.

Despite cost-cutting in the newsroom that has left fewer journalists carrying a greater workload, critical investigative journalism continues to exist in South Africa. This popular group has mobilised against proposed laws such as the Secrecy Bill.

In a country with such high levels of poverty, unemployment and inequality, appropriate actions may be necessary to oppose market forces that add to this trend. We should not have to listen to media that are indebted to political and corporate interests. We need more media, not less; more voices, not fewer.

(Adapted and shortened from www.r2k.org.za/r2k-statement-on-press-freedom-day-we-need-more-media-not-less)

Mandela Day campaign

The Mandela Day slogan, ‘Take action. Inspire change. Make every day a Mandela day’, aims to encourage people to make a difference by working for positive change. You can make that change by starting with the basics. Give just 67 minutes of your time on Mandela Day (18 July) to help others and make a difference. The number 67 is a symbol of the 67 years ex-President Mandela gave to fighting for human rights.
Activity 8: Critically analyse the Right2Know campaign

Work in pairs to read and discuss the case study about the Right2Know campaign. Then give your own written answers.

1. What is the aim of the Right2Know campaign? Explain whether you agree or disagree with this campaign’s aims. Give reasons for your answers. (5)

2. What do you think the Right2Know’s logo or image of the horn means? (4)

3. Why do you think critical investigative journalism is needed? (2)

4. Why are media a constitutional right? (2)

5. Critically evaluate whether the media should get involved in more campaigns. (5)

2.5 Coverage of sport, sports personalities and recreation activities

Coverage of sport, sports personalities and recreational activities varies in the media. The media tend to focus on the so-called big five sports in South Africa, namely men’s soccer, rugby, cricket, golf and motor racing. These sports get a great deal of coverage. However, sports such as netball, women’s soccer, hockey, canoeing, table tennis, indigenous games and orienteering are often under-reported. Sportsmen dominate the sports media over sportswomen, who struggle to get media coverage.

Take a look at the sports pages of daily newspapers and watch sports programmes on TV. See how much more coverage is given to male sport. Netball is one of South Africa’s most popular sports, after soccer. Yet, how many netball games have you seen on TV? Also, the national women’s soccer team, Banyana Banyana did much better than Bafana Bafana, and even reached the Olympics, but they got much less coverage and media attention. Some of Banyana’s matches were shown very late at night, or not broadcast at all.
Take a look at the sports pages of daily newspapers and watch sports programmes on TV. See how much more coverage is given to male sport. Netball is one of South Africa's most popular sports, after soccer. Yet, how many netball games have you seen on TV? Also, the national women's soccer team, Banyana Banyana did much better than Bafana Bafana, and even reached the Olympics, but they got much less coverage and media attention. Some of Banyana's matches were shown very late at night, while Bafana's matches were mostly shown live in prime viewing time. Prime viewing time is the time slot when many people watch TV, which is after work, during supper, mainly from 6-9 p.m.

London 2012 Paralympics caught the attention of the world and the media gave much better coverage than for previous Paralympics.

Media do not report equally on famous sportsmen and sportswomen. Women are often referred to in sexist terms as 'girls', whereas men are referred to as 'men'; women are often described in terms of how attractive they are, not how well they do.

Some sportspeople draw more media attention than others. When there is some gossip or a scandal, there is more media coverage. For example, when Tiger Woods, the famous golfer, cheated on his wife and got divorced, many articles were written about him and he was followed everywhere by the paparazzi. Similarly, if a soccer player misbehaves, the media give this a lot of coverage. The more famous a sport star is, the more media exposure he or she gets.

**Scenario**

It is just after an important soccer game that Bafana lost. There were live TV and radio broadcasts. The TV presenter pushed his microphone closer to the coach's mouth, and said: ‘I think the opposition wanted this win more than we did ... What do you think, coach?’

The coach responded: ‘I do not think it is fair to say they wanted it more than we...’
The coach responded: 'I do not think it is fair to say they wanted it more than we did ... They were just better than us on the day ... The boys tried their best but if you do not take your chances to score, you cannot win a game.'

The next day, the local newspapers carry reports of the coach's comments on the soccer match.

1. Daily Noise

Coach says opposition wanted it more!

Bafana Bafana lost their important game against Ghana 2–0. Bafana’s coach said it was clear that the opposition wanted this win more than our team, who looked uninterested on the field. The coach was seen in the presence of a model; they walked arm in arm along the red carpet of the gala dinner event.

2. Weekly Wail

We did not want to win!

It was clear, according to their coach, that Bafana did not want to win. The coach said the boys did not play well. They did not even try.

3. The Galaxy

Exciting game ends in loss

Although Bafana tried their best, they could not beat the opposition, who were excellent at taking their chances. Bafana’s coach said that the boys tried their best, but the opposition were better on the day.

Activity 9: Analyse sports personality coverage

Read the scenario and the newspaper extracts 1, 2 and 3 shown above before you give written answers to these questions.

1. Decide which newspaper has the most accurate report. Give reasons for your answer. (2)

2. Indicate which newspaper(s) give inaccurate reports. Give reasons for your answer. (4)

3. Explain why you think the newspaper reports are different. (3)
3. Explain why you think the newspaper reports are different. (3)

4. Do you agree that sports personalities such as coaches should have their private lives publicised by the media? Give a reason for your answer.

5. Suggest what the result of inaccurate or biased sports coverage could be. (3)

SPORTS PAGE

Bafana practise for the big game

Bafana Bafana held a practice session to prepare for their qualifier yesterday. No sports injuries were reported. They went though their usual paces.

Springboks enjoy night out in Australia

The Springboks enjoyed a night out to have a meal and see the sights while on their tour of Australia. The manager indicated that this was to give the boys a bit of a break and was good for team-building.

Proteas lay bats to rest

The Proteas were given a week off to rest so they could recharge their batteries for the next round of matches.
Tiger tees in wrong direction

Tiger Woods, still struggling to recover from his personal troubles, did not manage to make the cut in the golf tournament.

Long distance runners break records

South African long distance runners broke many records at the weekend’s championship race.

Swimmers dive in

Local top swimmers organised a gala event to raise funds for an orphanage.

Pretty tennis player loses but wins hearts

This beautiful girl had all of us glued to our TV screens. Sadly she lost. Better luck next time.

Banyana qualify for the Olympics

South Africa’s women’s soccer team qualified for the Olympics and won all their matches.

Paralympians win gold medals

Our paralympians at the Paralympics returned home with 17 gold medals.

Women’s hockey team in finals

Last week the women’s hockey team beat their opponents 3–0 and qualified for the Cup finals.

Women’s netball team beat champions

Our netball team were crowned champions at the tournament.
Women's hockey team in finals
Last week the women's hockey team beat their opponents 3–0 and qualified for the Cup finals.

Women's netball team beat champions
Our netball team were crowned champions at the tournament.

Activity 10: Investigate sports and recreation coverage (inclusivity)
In small groups, look at the newspaper extracts above and answer these questions.

1. Which sport got the most coverage? Why do you think it received more coverage than other sports? (4)

2. Of the sports covered, which sport got the least coverage? Why do you think it received less coverage than other sports? (4)

3. Compare the newsworthiness or interest value of the sports that got more coverage, to the newsworthiness or value of the sports that got less coverage. What conclusion do you reach? (6)

4. If you were the editor, to which news items would you have given more prominence or importance? Give reasons for your answers. (5)

5. Critically evaluate the coverage of both genders and disabled sportspeople on the Sports Page. (6)

6. Suggest how the media can change their sports reporting to be fairer to women, people living with disabilities and to marginalised or smaller sports codes. (5)

Unit 3: Ideologies, beliefs and world views on recreation and physical activity across cultures and genders
Week 4; 1 hour

Unit 3: Key questions
- How do ideologies, beliefs and world views on recreation and physical activity affect participation?
- What is the role of culture and gender in participation in sport?
3.1 Ideologies, beliefs and world views on recreation and physical activity: culture

The ideologies, beliefs and world views that people have on recreation and physical activity differ across cultures and genders. The reasons why people participate, to what extent recreation and physical activity are encouraged, and the specific types of recreational and physical activities that are emphasised, vary a great deal.

Eastern and Western cultures

In some eastern countries, forms of martial arts or self-defence such as judo, karate and t'ai chi are practised by many people because these activities are part of their ideologies, belief systems and religions. Chinese martial arts are traditional Chinese cultural sports, which have developed over a long time. Sumo wrestling, one of the oldest martial arts in Japan, is believed to represent what is good in traditional Japanese culture. It is linked to the Shinto religion. A professional Sumo wrestler in Japan is considered to be a hero by the Japanese people. The wrestlers live for their sport and it consumes most of their time. In India, for example, yoga was at first seen more as a spiritual activity than a physical activity. Yoga is viewed as spiritual in Hinduism, Buddhism and Jainism; but seen as a health activity in the Western world.

Kung-fu is a traditional cultural form of martial arts in China.

Increasingly, people recognise that regular participation in recreation and physical activity promotes mental and physical health and well-being, and helps to build communities and nations. Gyms are being established in many cities and towns. In the West, boot camps, where you are exposed to a strict exercise regime, similar to an army fitness routine, are increasingly popular as well, and are specially aimed at women who want to increase their fitness.
In Western culture, unlike traditional cultures, sport is a way of making money. Lots of money is spent on sporting activities, events, and sponsorship. Sport is a huge industry, with many job opportunities. The focus of sport is on developing champions with very special skills. People from all around the world participate in and watch Western sports such as golf, soccer, and motor racing, which bring people together.

South African culture

In South Africa, under apartheid, certain sports were designated for specific cultural groups. For example, rugby was seen to be a sport for white males. The belief was to 'make men' out of the players and they were encouraged to take part in rugby. Most white schools offered rugby and made it compulsory for boys, to promote a certain cultural ideology and nationalism. African and female players were not encouraged to play rugby. In African schools, soccer was promoted, but usually not offered as an option in many white schools. With democracy, there has been an improvement and now all people are allowed and encouraged to play the sports they would like to play.

Traditional culture and indigenous games

Culture plays an important part in the choice of recreation. For example, intonga or stick fighting, is very popular in the Nguni culture. It goes back to isiZulu culture, as long ago as in the time of the Zulu chief, Amalandela, the son of Gumede, who lived in the Umhlatuze valley in the 1670s. Men were encouraged to practise stick fighting, a form of martial arts, to prepare them to become warriors (see photograph below). It is still practised today, and is an important part of our indigenous culture.

Stick fighting is a form of martial arts.

In some Tshivenda male cultures, bare-knuckle fist fights are a common form of boxing, believed to promote manliness and cultural traditions (see photograph below).
Bare-knuckle fist fights are a form of boxing.

In many traditional cultures, if you are good at sport, it boosts your social status. Sport is usually a social or recreational activity and is not seen as a way to make money. Sport also teaches young people the values of their culture, such as teamwork and self-discipline. Sport is a way of bringing people in the community together.

**Ideologies, beliefs and world views on recreation and physical activity**

Every four years the Olympic Games are held, where the best sportspeople from all over the world compete for gold medals in a variety of different sports. Differences in ideologies, beliefs and world views become less important than the opportunity to compete on the world stage. Increasingly, women are competing in the Olympics, and more and more nations are able to send their sport stars to this event. Sportspeople get the opportunity to learn about other cultures as they spread a unified image of participation in sport. Events like the Olympics can help to encourage all nations to participate in and have equal access to physical activity.

### 3.2 Ideologies, beliefs and world views on recreation and physical activity: gender

Participation in sport and many recreational activities is still dominated by men. Many people believe that men are more competitive and aggressive, and that these qualities are necessary to play sport or be a winner. Men who are not interested in sport are often ridiculed; women who are good at sport are often accused of being too manly.

In some cultures, women are severely restricted when it comes to what they can wear to play sport. This means that they are often marginalised. For example, in Iran all women have to cover their hair, neck, bodies, arms and legs according to the Shiite Islamic laws. All Iranian women athletes, even those who compete internationally, have to obey Iran’s dress code. Iranian women athletes do well in international events such as karate and volleyball. However, they are absent from venues in the country. Finally, the Islamic dressing code applies to men as well.
In some cultures, women are severely restricted when it comes to what they can wear to play sport. This means that they are often marginalised. For example, in Iran all women have to cover their hair, neck, bodies, arms and legs according to the Shiite Islamic laws. All Iranian women athletes, even those who compete internationally, have to obey Iran’s dress code. Iranian women athletes do well in international events such as karate and volleyball. However, they are absent from swimming and gymnastics. Sadly, the Islamic Iranian women’s soccer team was disqualified from participating in a soccer qualifying match because their dress code was against FIFA, soccer’s governing body, rules. The women wore track suits and the hijab or headscarves, which was not allowed.

Female boxers are at the centre of a dress code debate: should they be forced to wear mini-skirts in the ring? Most female boxers are against this. Similarly, female tennis players who wear shorts instead of mini-skirts have been severely criticised and have lost sponsorships.
Skirts versus shorts: A female boxer wore a skirt at the IBF female welterweight bout at Carnival City in Johannesburg.

In some African countries, women's participation in sport is limited due to gender discrimination. Men do not allow their wives to take part in sport; they believe women should rather look after the household. Male children get many more opportunities to play sport than female children. In Morocco, for example, girls who wanted to play soccer had stones thrown at them.

In South Africa, our government is trying to promote equality in sports and recreation. The worldwide trend is still to favour male sports.

The media are also guilty of being biased against women in sport. For example, most of the sports commentators are men. Male sports are given front page headlines. Advertisements for sports-related goods shown during a sports programme, use more male personalities than female personalities.

Activity 11: Check your sports views

Work in pairs to select the sports and recreation that you think (a) males OR females, or (b) both genders, should play, from this list. Give reasons for your answers. (14)

- Diketo
- Morabaraba
- Soccer

- Intonga
- Chess
- Wrestling

- Netball
- Hiking
- Table tennis

- Boxing
- Cross-country running
- Gymnastics

- Martial arts
- Rugby
- Swimming

2. Work in groups to debate these two opinions in class:

   Women and men should have equal opportunities in all sport.
   versus Sport should be mainly for men.

3. Write a short paragraph to explain your viewpoint about gender and physical activity. (6)
Activity 11: Check your sports views

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<table>
<thead>
<tr>
<th>Diketo</th>
<th>Morabaraba</th>
<th>Soccer</th>
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Content summary

Key concepts

Unit 1: Responsible citizenship

- If you are a responsible citizen, you obey the law, vote in elections, pay tax, and take part in human rights campaigns, projects and events.
- You evaluate your position on discrimination and human rights violations by critically analysing your opinions, attitudes and behaviour.
- Discussions about human rights issues include online forums, social media such as Facebook or Twitter, radio programmes, informal talks and workshops, and formal talks with government departments.
- There are many projects run by NGOs, education institutions and faith-based
• There are many projects run by NGOs, education institutions and faith-based organisations that make people aware of human rights issues and help people to deal with them.

• Campaigns try to change something to make it better through a series of actions and events.

• Events are occasions or activities to draw attention to an issue or to celebrate and remember.

• Apply evaluation criteria to see how successful campaigns and events have been. Look at their aims, observe, ask questions, and look at the situation before and after the campaign or event.

**Unit 2: The role of the media in a democratic society: electronic and print media**

- Electronic media includes radio, TV, Internet websites, film, cell phones and social media. Print media includes newspapers, magazines and books.

- The media vary in their coverage of sport, sports personalities and recreational activities. Some media focus on certain sports and mainly on men in sport. They often give less attention to women or the disabled. The media sometimes refer to women in sexist terms, and have only male sports commentators.

**Unit 3: Ideologies, beliefs and world views on recreation and physical activity across cultures and genders**

- Different cultures and genders have different views and attitudes towards recreation and physical activity. Some cultures concentrate on particular activities because they are part of their culture, religions and values. Some places have more emphasis on particular activities than others.
• There are many projects run by NGOs, education institutions and faith-based organisations that make people aware of human rights issues and help people to deal with them.

• Campaigns try to change something to make it better through a series of actions and events.

• Events are occasions or activities to draw attention to an issue or to celebrate and remember.

• Apply evaluation criteria to see how successful campaigns and events have been. Look at their aims, observe, ask questions, and look at the situation before and after the campaign or event.

Unit 2: The role of the media in a democratic society: electronic and print media

• Electronic media includes radio, TV, Internet websites, film, cell phones and social media such as Facebook and Twitter. Print media include newspapers, magazines, billboards, posters, and brochures.

• The media should expose human rights violations and unlawful activities; promote nation-building; create awareness and encourage debate and discussion. The media must be fair, honest and reliable. The media should not spread gossip, invade people’s privacy, publish biased reports, or exaggerate dangers.

• Freedom of expression through speech, writing and other media is a basic democratic right. There are limitations to this freedom: you can’t harm other people’s rights, or encourage people to be violent or hateful.

• To evaluate the extent to which media reflect a democratic society, look at: what topics they cover, what viewpoints they follow, how much space they give to a topic, whether everyone in the country gets to see or hear about the issue, and if they follow the Press Code.

• The media vary in their coverage of sport, sports personalities and recreational activities. Some media focus on certain sports and mainly on men in sport. They often give less attention to women or the disabled. The media sometimes refer to women in sexist terms, and have only male sports commentators.

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

• Different cultures and genders have different views and attitudes towards recreation and physical activity. Some cultures concentrate on particular activities because they are part of their culture, religions and values. Some cultures have strict restrictions on participation in certain activities. For example,
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• Events are occasions or activities to draw attention to an issue or to celebrate and remember.

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

• Different cultures and genders have different views and attitudes towards recreation and physical activity. Some cultures concentrate on particular activities because they are part of their culture, religions and values. Some cultures do not encourage women to participate in sport. For some cultures, sport is seen as bringing the community together and teaching skills to young people. Other cultures see sport as a way to make money.
Chapter 9 Social and environmental responsibility

Weeks 5–7; 3 hours

Unit 1: Community responsibility to provide environments and services that promote safe and healthy living

Week 5; 1 hour

Unit 1: Key questions
1. Who is responsible for providing environments and services to promote safe and healthy living?
2. What are educational and intervention programmes?
3. What are impact studies?

1.1 Responsibilities of various levels of government

People abuse the environment by, for example, polluting the air with smoke and chemicals, dumping chemicals and rubbish into the rivers and the oceans, chopping down too many trees, and overusing pesticides. In many parts of the world the environment has become unsafe and unhealthy for people, animals, and plants. The Constitution says that everyone has the right to a safe and healthy environment. It is the responsibility of every person and 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.

Laws, regulations and rules

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

Both parliament and the provinces can make laws on agriculture, casinos, education, health services, housing, nature conservation, road traffic, tourism and welfare. Acts are usually quite general; they do not cover every possible detail of a matter. Acts give ministers the power to make regulations or add details to laws. Municipalities and provinces can also make regulations. Regulations can’t conflict with the main Act or state something completely different.

For example, the Environment Conservation Act, 1989 states only that the minister, provincial administrations and municipal authorities may make regulations about the control of noise. It doesn’t say what noises or how loud a noise can be.
Parliament creates and changes the laws that promote safe and healthy living for the whole country. There are many acts; the following are some examples:

- **The National Water Act, 1998** – regulates the management of water resources so that everyone can have access to clean water; it protects the quality of water resources.
- **The National Health Act, 2003** – has rules about access to health care services; basic health care for children; and how provinces and municipalities should deliver quality health care services.
- **National Environmental Management Act, 1998** – protects the environment; promotes conservation; and has rules about pollution, ecological degradation, waste management, and the use of natural resources.
- **Meat Safety Act, 2000** – promotes the safety of meat and animal products; it includes rules about how abattoirs should be operated so that meat is safe to be eaten and so that animals are treated humanely.
- **National Veld and Forest Fire Act, 1998** – its purpose is to prevent and stop veld, forest and mountain fires.
- **Environment Conservation Act, 1989** – monitors and protects the environment against pollution (including noise pollution), deterioration, and poisoning so that people can have a safe and beautiful environment in which to live.
- **The Consumer Protection Act, 2008** came into effect on 31 March 2011. It makes people responsible for the safety of the food they sell. Sellers must make sure, for example, that they buy goods from manufacturers who follow standards set by government; that they keep certain foods cold; and that they follow hygiene standards. They must control pests and rodents, and dispose of waste such as expired food in a safe way.
The responsibilities of government to promote safe and healthy environments

Different national government departments have particular responsibilities to keep the environment safe and healthy, for example:

- **Department of Women, Children and People with Disabilities** – facilitates and supports health related programmes such as vaccination and HIV and AIDS and access to health services; co-ordinates programmes for children living in the street; redresses and discourages harmful practices such as forced marriage of girls to adult men (*ukuthwala*) and the killing of women and children for muti purposes.

- **Department of Water Affairs** – makes sure that South Africans gain access to clean water and safe sanitation.

- **Department of Labour** – inspects workplaces to make sure that they are safe and healthy.

- **Department of Health** – co-ordinates and monitors all health services in the provinces and municipalities.

Provincial governments make laws for their provinces. For example, the Western Cape Health Care Waste Management Act of 2007 deals with the safe storage and disposal of dangerous health care waste which comes from hospitals, clinics, laboratories and even tattoo parlours. This waste includes blood, needles, human tissue, chemicals, medicines, used bandages and flammable liquids. This waste can cause infections, burns, poisoning and explosions if it is not handled correctly.

The responsibility of local government and municipal councils is to promote safe and healthy environments. They can make by-laws, which are laws and regulations that apply in a particular area or town.

For example, a municipality may have by-laws for:

- **Emergency services** – fire prevention; burning refuse; fireworks;
Activity 1: Know the laws, rules and regulations that promote safe and healthy living

Read the following scenarios, refer to the different Acts and government departments above and complete the table below.

- **Scenario 1**: Your father works in a factory that is dusty and noisy. He has started coughing and is going deaf.
- **Scenario 2**: Your family is building a new home and needs to have water and to be connected to the local sewage system.
- **Scenario 3**: Your neighbour is learning to play the electric guitar. He is not very good. He practises day and night, with the amplifier turned up loud. Your family cannot sleep. His guitar playing is causing your grandmother to have heart palpitations. Everybody is stressed.
- **Scenario 4**: One of the street traders in your
- **Scenario 4:** One of the street traders in your community sells chickens. She keeps 25 live chickens in one crate. They have no room to move and no water. When she slaughters them,

  - she allows the blood to run in the road. At the end of the day she throws the chicken manure into the ditch. Sometimes she sells plucked chickens that have been in the sun for hours and they smell bad.

- **Scenario 5:** The rubbish dump near your home contains waste from the local clinic, including needles, bloody cotton wool, and expired medicines.

- **Scenario 6:** Your Eco club at school would like to raise funds to start a vegetable garden. You would like to have a street party with music and fireworks.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>How does this promote or prevent safe and healthy living?</th>
<th>Which laws, rules or regulations apply?</th>
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<tbody>
<tr>
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<td>6.</td>
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</table>

Marks $(6 \times 1)$ $(6 \times 2)$
Community services

Local government and municipal councils deliver services such as electricity, refuse collection, water, traffic control, clinics, and fire services. Different levels of government are expected to co-operate to deliver community services such as electricity and health care.

Further examples of community services

- Provide free basic services such as water and electricity to people who are too poor to afford them.
- Build libraries.
- Construct and run sports facilities.
- Have disaster risk management procedures in place to identify, prevent or reduce disasters, for example, fires, floods, and outbreaks of disease, by co-ordinating emergency services.
- Create awareness of fire hazards and install fire extinguishers in schools.
- Provide water tanks to residents so that they can collect rainwater in areas that are affected by drought.
- Create employment opportunities and transfer skills through, for example, training people to upgrade roads in their town or training people to remove alien invasive plants.
- Start and give funds for community food gardens.
- Run health programmes that deal with specific health issues such as nutrition, HIV and AIDS, TB, and the health of women and children.
- Form community policing partnerships between the South African Police Services and communities to fight crime.
- Look after the welfare of animals such as abandoned or mistreated animals or pets of people
• Look after the welfare of animals such as abandoned or mistreated animals or pets of people who can't afford to have them treated when they are ill.
• Look after street children, orphans, and abandoned children.
• Help addicts and their families.
• Provide public transport.
• Run community health care centres or mobile clinics that vaccinate young children, monitor pregnant women, and promote health.
• Provide public toilets.
• Develop and maintain cemeteries.

These community services may be provided by, for example, municipalities, faith-based organisations, businesses, volunteers, and non-governmental organisations (NGOs).

**Case study Over 150 poisoned after eating dumped food**

People from an informal settlement were admitted to hospital with food poisoning after they ate expired food.

Apparently, a truck dumped jams, biscuits, sweets, fruit juice, pasta sauces and tinned goods that were past their sell-by dates. Some of these items had expired five years previously. There were also microwaveable frozen puddings and meat pies that had gone off because a freezer had broken down.

Hungry residents who ate these things, especially children, soon became ill with the symptoms of food poisoning: vomiting, diarrhoea, cramps, and skin rashes. The emergency services were called in. Some people were treated there, and others were taken to hospital by ambulance.

Some say it was a shop that dumped these goods. The shop says that they asked a truck driver to dump the goods at a municipal dump. However, the driver of the truck instead took the goods to the informal settlement because he thought hungry people would
Some say it was a shop that dumped these goods. The shop says that they asked a truck driver to dump the goods at a municipal dump. However, the driver of the truck instead took the goods to the informal settlement because he thought hungry people would like them. Another version of the story is that a friend of the driver asked him to bring the stuff to him because he wanted to sell it in his spaza shop.

A spokesperson for the city's Disaster Risk Management Centre said proper procedures should be followed for disposing of food. The city's health department has asked the police to investigate.

(Source: Interviews with residents)

Activity 2: Analyse the case study and identify community services

Read the case study above and answer the questions.

1. List the community services involved in this incident. (4)

2. What do you think is the true story about how these goods came to be in the informal settlement? Give reasons for your answer. (4)

3. Hungry, poor people also dig through municipal dumps looking for food.

   3.1 Identify the community service whose responsibility it is to deal with the disposal of expired food. Suggest how they should do this. (3)

   3.2 As a responsible citizen, how should you dispose of food you no longer want to eat or which has expired? Give reasons for your answer. (4)

Do you think it is okay for shops to sell stale or expired food at a discount price? Give reasons for your answer. (5)

1.2 Educational and intervention programmes: impact studies

There are a variety of programmes that have an impact on safe and
1.2 Educational and intervention programmes: impact studies

There are a variety of programmes that have an impact on safe and healthy living. The programmes may be organised by, for example, NGOs, organisations, businesses, schools, community centres, religious institutions, municipalities, and the Department of Health.

Educational and intervention programmes

Educational programmes aim to teach people and make them aware about issues that affect them. Intervention programmes address particular and urgent problems and try to improve them. For example, *iThembaLethu* (‘I have a destiny’), an NGO, has identified a problem in Cato Manor, Durban. They run school-based intervention programmes to reduce the rates of HIV infection among young people. They also facilitate the adoption of babies who have been orphaned or abandoned as a result of HIV and AIDS.

Community Health Intervention Programmes (CHIPS)

These programmes promote healthier lifestyles in Cape Town through sports and exercise. They were developed to address the growing number of people with hypertension and diabetes. OptiFit, one of the programmes, is for people between 18 and 55, and has walking, running, aerobics, and indoor circuit training in community centres.

Sports intervention programmes

Some municipalities and NGOs have developed intervention programmes that aim to involve youth in healthy exercise, and discourage crime, racism and substance abuse through participation in sport. These programmes also raise HIV and AIDS awareness. Regular activities and special events include indigenous games, special development programmes, school holiday sport camps, and sports days, which are held at community centres and sports fields across the country.
Indigenous games promote participation in sport and recreation. These children are playing a game of morabaraba.

**NICRO: Safety Ambassadors**

Intervention programme for school-going youth (15–18 years) to promote gender-based violence awareness and community engagement. Safety Ambassadors are chosen at schools for life skills interventions and to attend workshops on how to implement school projects. They learn to take charge of their environment and to include other youth in addressing crime-related issues.

**Recycling Day**

This is usually held in September during Cleanup SA Week. It aims to educate the community about the social, environmental and economic benefits of recycling and contributing to a cleaner, greener, and healthier South Africa.

**Youth Substance Abuse Prevention and Awareness Programmes**

These programmes are run by the South African National Council on Alcoholism and Drug Dependence (SANCA). The programmes promote healthy lifestyles by providing drug education and developing leadership and life skills in schools. SANCA has offices all over South Africa.

**Impact studies**

*Impact studies* measure and monitor something to see if a particular action would, or is, having an effect. For example, an environmental impact study may be carried out before building a road to see how it will affect water runoff, plants, animals and people. An impact study may be carried out after a youth substance prevention programme to find out if it has worked and what in the programme needs to change. Impact studies are also known as audits or assessments.

**Activity 3: Analyse the impact of an intervention programme**

**Problem:** Sanitation in an informal settlement. There is no sewage system, so 180 litre bucket toilets were used. These toilets were shared.
Activity 3: Analyse the impact of an intervention programme

Problem: Sanitation in an informal settlement. There is no sewage system, so 100-litre bucket toilets were used. These toilets were shared by a number of families. The toilets were not kept clean or emptied regularly. People were always getting sick.

Intervention: Mobile toilets, which separate urine and faeces into containers. People from the community are trained and employed to clean, operate and maintain the toilets. There is a room for the caretaker attached to the block of toilets.

<table>
<thead>
<tr>
<th></th>
<th>Before intervention</th>
<th>After intervention</th>
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</thead>
<tbody>
<tr>
<td>Number of toilets</td>
<td>1 toilet per 23 people</td>
<td>1 toilet per 20 people</td>
</tr>
<tr>
<td>Separate toilets for men, women, and children</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Caretakers to clean toilets</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Groundwater pollution</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Facilities to wash hands</td>
<td>No</td>
<td>Yes: water and soap</td>
</tr>
<tr>
<td>Toilet paper</td>
<td>Provide own</td>
<td>Provided by municipality</td>
</tr>
<tr>
<td>Number of episodes of diarrhoea per person over 5</td>
<td>1 every two years</td>
<td>1 every five years</td>
</tr>
<tr>
<td>Number of episodes of diarrhoea per person under 5</td>
<td>1 every year</td>
<td>1 every 3 years</td>
</tr>
</tbody>
</table>

Urine: once every 3
| How often toilets have to be emptied | Once a week | | | Urine: once every 3 months | Faeces: once every 6 months |
|---|---|---|---|
| Episodes of vandalism resulting in damage to toilets | 4 per week | None |
| Community satisfaction (1-5: 1 very unsatisfied; 5 very satisfied) | 1 | 4 |

Consider the information above and then answer the questions.

1. Critically evaluate the impact on the community of changing the sanitation system. Give reasons for your answer. (6)
2. Give two possible reasons why the episodes of diarrhoea decreased after the intervention. (2)
3. State the impact of the intervention on the environment. (1)
4. List three impacts of having caretakers for the toilets. (3)

Unit 2: Formulating a personal mission statement for life

Week 6; 1 hour

<table>
<thead>
<tr>
<th>Unit 2: Key questions</th>
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<tbody>
<tr>
<td>1. What is a mission statement?</td>
</tr>
<tr>
<td>2. Why should you have a personal mission statement?</td>
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2.1 Personal mission statement

A mission statement usually sets out the purpose and aim of a business, company, or organisation. It says what the business does, what its vision is, and what its values are.
2.1 Personal mission statement

A *mission statement* usually sets out the purpose and aim of a business, company, or organisation. It says what the business does, what its vision is (what it wants to achieve), and what its values are. It states these aspects briefly. A mission statement is meant to guide a business, for example, to how it operates, how it deals with its staff and customers, and how it shows responsibility towards the environment.

Your personal mission statement is similar. To formulate or draw up your own mission statement, consider the following aspects.

**Personal views**

Your personal *views* are your opinions and what you consider to be important. For example, you may view Mathematics as an important subject because you want to study to be an accountant after school. Your best friend may think that English is an important subject because she wants to study to be a journalist. Your personal views many be influenced by your goals for your future, your religion, culture, and values.

**Values**

*Values* are personal beliefs that guide the way you live your life. They are your standards of acceptable and unacceptable behaviour. They are aspects that are important or valuable to you and have meaning for you. Some of the things that shape your values are your life experiences, the environment in which you live, your school, your interests and the important people in your life.

It is useful to know what your values are, because they help you to decide on your goals. Your values help you to make decisions. When you have to set goals, your values help you choose and prioritise what is important to you. The values that our South African Constitution supports are common values that we all need to respect and promote.
I believe in honesty and hard work. I value diversity.

My most important value is respect for life and the environment. For me trustworthiness is the most important value.

Examples of values include:

- honesty
- patriotism
- individuality
- truth
- responsibility
- cleanliness
- concern for others
- hard work
- accuracy
- punctuality
- trustworthiness
- faithfulness
- loyalty
- orderliness
- respect
- volunteerism
- truthfulness
- perfection
- kindness
- leadership
Activity 4: Consider your personal views and values

1. Write a brief description of your personal views on:
   1.1. The importance of education (5)
   1.2 The purpose of having goals (5)
   1.3 The role of values in your life. (5)

2. List five of your most important values.
   2.1 Explain what each value means. (5)
   2.2. Say why each value is important to you. (10)

Belief system

Your belief system is the way you try to understand the world and your place in it. It answers questions such as, Why am I here? Who created the world? It is also your set of beliefs about what is right and wrong, true and false. Your belief system may be based on the teachings of a formal religion or it may be part of your cultural belief system.

Religion

Your religion is what you believe and who or what you worship. Religions usually have moral codes, rituals and ways of behaving towards others. Religion is based on faith and a belief in God or a god. Religion can guide your values, attitudes and behaviour. Examples of religions in South Africa include Christian, Bahá’í Faith, Judaism, Islam, Hinduism, 

South Africa include Christian, Bahá'í Faith, Judaism, Islam, Hinduism, Buddhism and African Traditional Religion.

Buddhism

Buddhism is a belief system that is tolerant of all other beliefs and religions. A basic Buddhist value is that people should end suffering so that they can live at peace with themselves and others.

Christianity

Christians follow the Ten Commandments, which are important value statements. Doing good deeds is highly valued. There are many different churches within Christianity to guide their followers. The Zion Christian Church (ZCC) does not allow alcohol or smoking. It condemns sexual promiscuity and violence. As a result, church members are known for their honesty, sound values and moral virtue.

Hinduism

Hinduism believes in freedom of belief and worship; it sees the whole world as a single family. It promotes co-existence and living in a spiritually meaningful and virtuous way. Non-violence is a highly rated value, as is tolerance, respect, wisdom and compassion.

Islam

Islam is a religion that guides Muslims through sets of rules that govern every aspect of life. The Qur'an and other teachings of the Prophet Mohammed tell Muslims how to live according to their values. Followers are encouraged to practise their moral responsibilities and live good lives. Family life is highly valued.

Judaism

Jews also follow the Ten Commandments. In addition, they have specific rules, for example, how to run a business ethically and how to treat people and animals.

African Traditional Religion

In African Traditional Religion (ATR) the community is the most important part of life. African Traditional Religion also supports moral values, order, security and harmony in the community. These values are lived out on a daily basis in a practical way. Rites of passage guide people how to live in each stage of development. Respect for the ancestors is highly valued.

Bahá'í Faith
Bahá'í Faith

The Bahá'í Faith focus on practical ways to deal with the moral and spiritual challenges of the modern world. Bahá'í followers aim to reduce discrimination and prejudice between people and value fairness and human rights.

Ideologies

Ideologies are an organised set of beliefs, values and ideas. They are the way you believe you should live in the world and the way society should operate. Political ideologies include democracy, communism, nationalism, and fascism. Economic ideologies include capitalism, socialism and Marxism. These different ideologies have different ideas about, for example, social welfare, religion, patriotism, health care, and the justice system.

Activity 5: Consider your belief system, religion and ideologies

1. Write a brief paragraph in which you describe how your belief system or religion is important to the way you live your life. (5)

2. Describe one aspect of an ideology that you agree with or support, that you regard as important in your life. (5)

Lifestyle (physical and emotional well-being)

Your lifestyle is how you live your life on a daily basis. For example, you may exercise regularly, eat healthy food, practise safe sex, and not drink alcohol so that you care for you physical well-being and health. You make sure that you are emotionally healthy by spending time with friends, relaxing in nature, and taking part in community activities. You find time to have fun and laugh. You follow a religion or have a belief system that comforts and supports you.

Environmental responsibility

If you take your responsibility towards the environment seriously, you know you need to treat nature with respect. You do not do anything that is harmful to the environment such as litter or chop down trees, without planting new trees. You recycle and get involved in environmental clean-up campaigns.

Goals for studies and career choices
Goals for studies and career choices

Your goals for studies and career choices are your plans for the future, the steps you need to take to achieve your later goals in life. For example, your goal may be to have a good job and to own your own house in 10 years' time. Whether, for example, you want to get a job after Grade 12 or to study further, depends partly on your personal views on life, your values, and the kind of lifestyle you want to lead.

Case study Mbhali Tshabalala's mission statement

Mbhali Tshabalala is 18 years old and writing her NSC.

My life purpose is, through the power of various media, to make people aware of the challenges facing young women in Africa and around the world. So I aim to study marketing and communications.
My life purpose is, through the power of various media, to make people aware of the challenges facing young women in Africa and around the world. So I aim to study marketing and communications.

After I have graduated, I want to travel the world for a year to learn about other people and expand my understanding of issues facing women. I will combine my travels with volunteering to help women and children and environmental causes. My belief system is that I should give back to those who are less fortunate than I am.

My values include creativity, truthfulness, quality and originality. I will try my best to make documentaries and television and radio programmes that are fair, honest, informative and thought provoking.

I would like to be a role model for other young women so that they can also achieve their dreams through discipline, determination, hard work and a healthy lifestyle.

Activity 6: Analyse Mbhali Tshabalala’s mission statement

Read Mbhali’s mission statement and answer the questions:

1. Describe Mbhali’s mission and what steps she will take to achieve it. (5)

2. Mbhali lists four values. List another three values that you think also apply to her. (3)

3. In what ways will Mbhali’s values influence what she wants to do? Give reasons to support your answer. (4)

4. Describe how Mbhali’s belief system influences what she wants to do after she has graduated. (3)

2.2 Formulate a personal mission statement for your life

It is useful to start to think about important life goals. A personal mission statement will help you to focus on achieving these goals and to decide on your priorities and what is important to you. A personal mission statement is your roadmap to your future. It looks at where you are now and where you would like to be in 3-5 years. Your mission statement will change and develop as you change and learn new things about yourself.
and where you would like to be in 3–5 years. Your mission statement will change and develop as you change and learn new things about yourself.

Go through your answers to Activities 4: Consider your personal views and values and 5: Consider your belief system, religion and ideologies. Use your answers to help you formulate your own mission statement. Some tips on creating your own mission statement include:

- Be brief and clear. Make your mission statement short enough so that you can print or write it on one sheet of paper, in big letters, and hang it on the wall in your room to inspire you.
- Show what you want to focus on and the kind of person you want to be.
- Say what you want to do and be, not what you don’t want; be positive.
- Find a quote from someone you admire because of who they are and/or what they have achieved. Add it to your mission statement to inspire you.

Activity 7: Formulate your own mission statement

Write your own mission statement. Use the following template to help you.

I aim to ____ (briefly describe your study or career goal) so that ____ (give the reasons why this goal is important to you). I aim to do this ____ (give the timeframe for achieving your goal).

I value ____ (choose three values that are most important to you) because ____ (give reasons why these values are important to you).

So I will ____ (what you will do so that you live by these values).

I want to be fit and healthy so that I can ____ (give reasons).

I will do this by ____ (actions you will take to be fit and healthy).

I would like to be a person who is respected by ____ (name the person or group whose respect you value) because I ____.

I will strive to act responsibly towards the environment by ____ (list three ways). (20)
Unit 3: Impact of vision

Week 7; 1 hour

Unit 3: Key questions
1. What is a vision statement?
2. What impact can your vision have on your life, your community and society?

To have a vision about your future gives you a direction about who you want to be or what you want to achieve in five to 10 years’ time, or even in 30 years’ time. Your vision is your dream. It is a mental picture of what the future will or could be like. It is what will make your life exciting and fulfilling. Make your vision ambitious. It doesn’t necessarily have to be practical. It may even seem a bit crazy now. Dream big! A mission statement is more practical; it focuses on your actions, behaviour, and plans to achieve your dream.

3.1 Impact of vision on actions and behaviour in life

Your vision has an impact on your action and behaviour in life. It can:

• affect the choices you make
• drive you to achieve and do well
• give you inspiration and the will to carry on when there are challenges in your life
• make you achieve the impossible
• guide you when you set goals
• make you committed to achieving your goals
• make you work hard to achieve success
• be the light that shows you the way when you are not sure what to do.

Case study How a vision inspired success

Dr Bheki Vethe, a recent Ph.D graduate, is the co-ordinator for Life Orientation for grades 10-12 in Kwa Zulu Natal. Having achieved high academic scores, he decided to pursue his passion for empowering students. His vision was to inspire and motivate students to believe in themselves and their dreams. With this vision, he developed innovative teaching methods that engaged students and made learning fun. His dedication and hard work have resulted in significant improvement in students’ performance. Dr Vethe’s success story is a testament to the power of having a clear vision and working hard to achieve it.
Case study How a vision inspired success

Dr Bheki Vethe, a recent Ph.D graduate, is the co-ordinator for Life Orientation for grades 10–12 in Kwa Zulu-Natal. He has achieved great success. When he was young he dropped out of school and worked as an underground worker for Libanon Gold Mine in Westonaria near Randfontein. He later became a mine security guard until the end of his contract in 1988. He then returned home to Harding, on the KwaZulu-Natal South Coast where he became a taxi operator until he decided to go back to school to complete his matric.

From there he never looked back. He went on to become a teacher, a principal and later a Life Orientation co-ordinator for his province. In 2012 he obtained a doctorate degree in Life Orientation and HIV and AIDS.

“My dream began when I was in Grade 6. We were a group of boys talking about what we wanted to be when we grew up. I remember saying I wanted to have an office with my name on it. In each job I went through I was never at peace with myself, thinking that I was not going to have my office with my name on the door. Now my name is on my door: Dr Bheki Vethe.”
Activity 8: Analyse the impact of a vision

Read the case study called ‘How a vision inspired success’ and answer the questions.

1. Briefly describe Dr Bheki Vethe’s vision. (3)
2. Explain how his vision affected his behaviour and actions. (3)
3. In no more than two sentences, write your own vision. (4)

3.2 Impact of vision on immediate community and society at large

Your vision can have an impact on your immediate community. Your immediate community is your family and friends, and the people with whom you live and work. It can also have an impact on society at large, which means beyond your community, beyond your village, town, province or country.

For example, Bill Gates, the founder of Microsoft, had a vision that ordinary people would have personal computers on their desks. This vision seemed impossible at the time because computers then took up a whole room. His vision has had a huge impact on millions of people, and made him one of the richest men in the world.

Case study A woman with a vision

Gugu Mofokeng is a young woman who works for Whizzkids, a community organisation that looks after young people, mostly orphaned by HIV and AIDS. Gugu has a Marketing Management Diploma from Durban University of Technology. “I have always had a passion for doing community work, especially when it involves children. I took every opportunity to volunteer in community organisations. If I had pursued a career in marketing I would probably be richer now but I would not have had the joy I have.”

Gugu dreams of running her own organisation in five years. She says empowering her community on health issues makes her feel rich. “My mother is very happy about the person I have become. When I go to work every morning, I can’t wait to see the smiles of appreciation from the kids I work with.”
Case study South Africa’s youth movements

Dynamic young people are gathering together to share their vision for changing and shaping the future of South Africa through movements such as Cheesekids, SpringAGE, and YouthLab. These young people are using social networks, Twitter and blogs to spread their news and views about youth empowerment and creating employment opportunities. These young people are also actively involved in community work, and mentoring and motivating other learners. They show, through what they do, that it is untrue that the youth of South Africa are lazy, with a dim future, relying only on the government to provide for them. These young people are contributing to a better South Africa, as they value not accepting being average or failure. They aim for excellence. They are so alive with possibilities; this is because they are doers who take action. The learners in youth movements are working towards making our nation better and greater.

(Source: www.jucyafrica.com)

Activity 9: Analyse the impact of a vision on a community and society at large

Read both case studies ‘A woman with a vision’ and ‘South Africa’s new youth movements: inspiring change’ before you answer the questions.

1. Why does Gugu experience joy? (4)

2. How does Gugu’s vision have an impact on herself and the community? (4)

3. Describe what young, dynamic, successful and inspiring people with a vision, hope and dream can do for South Africa. (5)

4. Explain what it means to be ‘alive with possibilities’, and to be a ‘doer’. (5)

5. Describe in what way youth with a vision can have a beneficial impact on the community and on South African society. (5)

6. Describe what impact your personal vision could have on your community or on society. (5)
Unit 1: Community responsibility to provide environments and services that promote safe and healthy living

- Various levels of government are responsible for ensuring a safe and healthy environment by making laws and providing services. Parliament makes laws for the whole country, provincial governments make laws and regulations for their provinces, and municipalities make by-laws and regulations for their areas.

- Acts promote safe and healthy living because they, for example, protect the quality of water resources, regulate health care, promote conservation, manage waste, make sure that meat is safe to eat, prevent veld and forest fires, stop pollution, and protect consumers by making sellers responsible for the food they sell.

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

- Municipal by-laws and community services deal with, for example, 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.

- Educational programmes make people aware of health and safety issues. Intervention programmes try to solve or improve urgent problems such as health programmes to fight obesity and diabetes, sport programmes to discourage crime and substance abuse, and programmes to stop gender-based violence. Impact studies measure and monitor programmes to assess their effectiveness.

Unit 2: Formulating a personal mission statement for life

- Your personal mission statement is an expression of your personal views, values, belief system or religion, ideology.
protect the quality of water resources, regulate health care, promote conservation, manage waste, make sure that meat is safe to eat, prevent veld and forest fires, stop pollution, and protect consumers by making sellers responsible for the food they sell.

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Unit 2: Formulating a personal mission statement for life

- Your 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.

Unit 3: Impact of vision

- Your vision is your dream for the future. It gives you direction and inspiration. It’s about what will make you happy and fulfilled. It is confident, positive and ambitious. Your vision affects your behaviour and actions. It drives you to achieve, guides you, helps you to set goals, and keeps you on your path to success. It also affects your community and society: if you achieve your vision and fulfil your dream, others will also benefit and you will be a positive role model.
Chapter 1: Development of the self in society
Unit 1: Life skills required to adapt to change as part of healthy lifestyle choices: identify stresses, assess and manage stress
Unit 2: Life skills required to adapt to change as part of healthy lifestyle choices: conflict resolution skills
Unit 3: Life skills required to adapt to change as part of healthy lifestyle choices: initiate, build and sustain positive relationships and importance of communication
Unit 4: Transition between school and post-school destination, positive and negative aspects of change, investigate other views, the life cycle and traditional practices
Unit 5: Personal lifestyle plan to promote quality of life

Chapter 2: Physical Education: Participate in programmes that promote achievement of personal fitness and health goals
Unit 1: Safety in physical fitness activities
Unit 2: Set personal fitness and health goals
Unit 3: Participate in cardio kickboxing
Unit 4: Participate in aerobic dancing

Chapter 3: Study skills
Unit 1: Reflect on the process of assessment and examination writing skills, apply these skills and revise examination writing skills
Unit 2: Importance of School Based Assessment
Unit 3: Importance of obtaining the National Senior Certificate (NSC): Develop a study plan for Grade 12

Chapter 4: Physical Education: Participate in programmes to promote achievement of personal fitness and health goals
Unit 1: Walk to keep fit
Unit 2: Jog to keep fit
Unit 3: Jump rope

Chapter 5: Careers and career choices
Unit 1: Commitment to a decision taken
Unit 2: Reasons for and impact of unemployment
Unit 3: Innovative solutions to counteract unemployment

Programme of assessment
- Physical Education Task (PET)
- Formal written task: Portfolio of evidence

Chapter 6: Physical Education: Participate in programmes to promote achievement of personal fitness and health goals
Unit 1: Fitness exercise circuits
Unit 2: Fitness relays and fitness retest
Mention any computer, leadership, communication, and organisational skills and experience you have. Also, briefly list any community work, part-time jobs and interests or hobbies that you may have.

Make sure there are no grammatical or spelling errors and that you have typed it neatly. The appearance and content of your CV give an impression of who you are. A CV is like an advert for you and your skills. Make clear certified copies of all your relevant documents to attach to your CV; never send in your original certificates.

Content summary

Key concepts

Unit 1 Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans

- When you refine your portfolio, you get organised.
- Make sure you have all your documents and information, update your CV, and make copies of everything.
- To check whether you are making progress with your plans, draw up schedules and keep a note of due dates for applications, interviews, and admission tests.
- Make sure you know what the admission requirements are for your course of study at institutions you have identified.
- Find out about and apply for financial aid for your studies in good time.

Unit 2 Identify employment opportunities, letters of application and responses, and a CV

- Explore various employment opportunities for your field of study or if you want to get a job after you have passed your NSC.
- Make sure your letters of application and CV are clear, complete, up to date and free of errors.
Exam practice: Term 2

Time: 1½ hours  Marks: 80

Instructions

• Answer ALL the questions in SECTION A and B.
• Answer TWO questions in SECTION C.
• Number your answers correctly.
• Write neatly and legibly.

Section A (compulsory)

Answer ALL the questions.

Question 1

1.1 Choose the answer and write only the letter (A–D) next to question numbers 1.1.1–1.1.5.

1.1.1 The extent to which media reporting reflects a democratic society includes:

A. Geographical residence of editors
B. Personal details of editors
C. Spelling errors made by editors
D. Positions taken by editors.

1.1.2 The following is a useful conflict resolution skill:

A. Negation
B. Negative attitude
C. Negotiation
D. Non-communication.

1.1.3 Traffic laws are there to:

A. Promote road safety
Section B: (compulsory)

Answer ALL the questions in this section. Your answers must be given in full sentences.

Question 2

2.1 Every learner wants to do well in examinations. Help other learners by explaining how you would apply the following study skills and strategies. Give a practical example of each item, to explain your answer:

2.1.1 Flashcards (2)
2.1.2. Mnemonics (2)
2.1.3 Tables (2)
2.1.4 Study plan (2)

2.2 Give the following learners advice on which TWO strategies they could use to best complement their study styles:

2.2.1 Visual learners (2)
2.2.2 Musical learners (2)
2.2.3 Logical learners (2)

2.3 Explain in a short paragraph why School Based Assessment is important. (2)

2.4 Give TWO reasons why it is important to obtain your NSC. (2)

2.4 Briefly explain how you will prevent stress during examination times. (2)

[20]

Question 3
SECTION C

Answer any TWO questions.

Question 4

4.1 Critically evaluate whether the cartoon reflects freedom of the media. Give reasons to motivate your answer. (5)

4.2 Write a short essay (15–20 lines) to critically evaluate the role of the media in reporting fraud and corruption in a democratic society. (10)

[15]

Question 5

Read the extract below and answer the questions that follow.

For our protection

The Consumer Protection Act, (CPA), which came into effect on 1 April 2011, includes the regulation of goods and services with actual or potential environmental and / or health impacts. The obligation to provide information in respect of potential or actual environmental or health impacts of goods or services is covered by CPA regulation.
5.1 Explain the role of the government in terms of providing environments and services that promote health and safe living, in terms of the Act in the extract Act. Explain why this Act is necessary. (5)

5.2 Your mission statement tells a lot about who you are and what you want to do with your life. Part of your mission statement should be about your environmental responsibility.

5.2.1 Write a short essay (15–20 lines) to critically evaluate the actions you take to promote environmental responsibility and safe and healthy living in your community. (10)

Question 6

Unemployment can have a severe effect on people.

6.1 Critically evaluate why the unemployed person in the cartoon indicates that she will work for self-esteem. (5)

6.2 Suggest FIVE innovative solutions to counter unemployment. Give a practical example of each suggestion. (5×2) (10)

[15]

Total Section C: 30

Exam total: 80
Term 3

Chapter 11: Development of the self in society
- Unit 1: Human factors that cause ill health, accidents, crises and disasters
- Unit 2: Lifestyle diseases as a result of poverty and gender imbalances
- Unit 3: Lifestyle diseases: contributing factors and intervention strategies
- Unit 4: Commitment to participate in physical activities for long-term engagement; develop an action plan

Chapter 12: Physical Education: Participate in activities that promote long-term engagement in relaxation and recreational activities
- Unit 1: Safety for relaxation and recreational activities
- Unit 2: Grade 12 dance
- Unit 3: Self-defence

Chapter 13: Careers and career choices
- Unit 1: Core elements of a job; contract; worker rights and obligations; conditions of service
- Unit 2: The value of work: how work gives meaning to life

Programme of assessment
- Programme of Assessment Term 3: Physical Education Task (PET)
- Exam practice: Term 3

Chapter 14: Physical Education: Participate in activities that promote long-term engagement in relaxation and recreational activities
- Unit 1: Educational gymnastics
- Unit 2: Recreational dance
- Unit 3: Orienteering and cross-country running
Chapter 11 Development of the self in society

Week 1; 1 hour

Unit 1: Human factors that cause ill-health, accidents, crises and disasters

Weeks 1–3; 3 hours

Unit 1: Key questions
1. What are the human factors that cause ill-health?
2. What are the human factors that cause accidents, crises and disasters?
3. What are lifestyle diseases?

1.1 Ill-health, accidents, crises and disasters

Human factors that cause ill-health, accidents, crises and disasters are aspects for which we are responsible, not causes that are beyond our control. For example, if there is a tsunami and people die or get injured, it is not a human factor, as it is beyond our control. However, there are many human factors that cause ill-health, accidents, crises and disasters. These can be prevented, avoided or controlled. Here are some descriptions of the different human factors:

Ill-health

If you have ill-health, it means you are sick. Bad lifestyle choices can lead to ill-health, such as having unprotected sex and getting a sexually transmitted infection (STI), smoking and getting lung cancer or abusing alcohol and getting liver disease.

Accidents

Accidents happen when unexpected and unplanned bad things happen to a person. For example, humans cause traffic accidents by driving too fast or under the influence of alcohol. Fire accidents can happen when a person leaves a candle burning near a curtain. Burn accidents can happen when a pot of boiling water or oil is left where a child can overturn it.
Crises
A crisis is an emergency situation that causes great distress and upheaval. Humans can cause crises (the plural of crisis) when, for example, a husband leaves his wife for another woman, and leaves his family without food, school fees or rent money. Another example is people stealing the copper cables on train tracks. When this happens, trains cannot run and people are late for work, learners are late for school or it could even result in accidents.

Disasters
A disaster is a great tragedy or devastation. It can be caused by nature or people. Humans can cause a disaster, for example:

- When they use rivers for their ablutions, such as washing and going to the toilet, the water can become contaminated. People who use the contaminated water can get cholera, which is a deadly disease that spreads easily.

- Factories dispose of their toxic waste in rivers. This can destroy the living organisms in the water and humans can get sick from using this water.

- During wars, people bomb cities and towns, destroying people's homes and causing huge disasters.

- Sports fans push to enter a stadium. Too many people climb onto the stand and it collapses under the weight. Many people may die or get injured.

Activity 1: Match the terms
Match the descriptions in Column A to the correct terms in Column B. Write down the number and the corresponding letter only. (5)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A person falls on a slippery floor and breaks his leg.</td>
<td>A</td>
</tr>
<tr>
<td>2. A person smokes 20 cigarettes a day</td>
<td>R</td>
</tr>
<tr>
<td>3. A person uses a river for ablutions</td>
<td></td>
</tr>
<tr>
<td>4. A factory disposes toxic waste in a river</td>
<td></td>
</tr>
<tr>
<td>5. During a war, people bomb cities and towns</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Psychological, social and religious factors, cultural practices and different knowledge perspectives

Human factors that cause ill-health include psychological, social and religious factors, cultural practices and different knowledge perspectives. These terms, with examples to show how they can cause ill-health, are explained in this section.

Psychological factors that cause ill-health

Psychological factors are the mental and emotional aspects of being a human being. The mind and body interact closely; sometimes psychological factors can cause illness and sometimes illness can cause psychological effects. For example, if you have a negative self-image and low self-esteem you may not think that you are worth demanding safe sex, like using a condom. This psychological factor can then lead to you getting HIV. This illness can, in turn, cause psychological effects: you may become depressed and stressed.

Psychosomatic illness means a sickness that involves both the mind and the body. This illness may start with emotional stress, but can become physical. Your stress can cause an ulcer or a stroke. A psychosomatic illness is very real and not just in your mind. It needs treatment just like any other illness. Examples of psychosomatic illnesses are digestive or stomach problems, muscle pain, tiredness and headaches. For example, if you worry a lot and are tense and nervous all the time, you may have a runny tummy or a headache. It does not mean you are to blame or don't need help. You need treatment for the physical symptoms, as well as for the mental causes.

Social factors that cause ill-health

Ill-health is closely linked to social factors, which are issues that involve people, the community and the public. How people behave towards each other and the social conditions they live in, can affect their health.

Violence can lead to injury and stress. Gender-based violence, especially violence against women, causes a great deal of ill-health. For example, if women are abused, they may suffer from broken bones, fractured spines, burns, damaged eyes and head injuries. Also, due to forced sexual intercourse or rape, women are more exposed to STIs, including HIV.

Foetal alcohol syndrome (FAS) results when mothers drink alcohol while they are pregnant. No amount of alcohol is safe to have during
Poverty and gender imbalances are major causes of ill-health.

**Religious factors that cause ill-health**

Religions and belief systems may help to heal people, but may also cause ill-health. For some people, their religion may prevent them from taking medication or having a blood transfusion. This could lead to serious illness and even death.

There are people who have such strong religious beliefs that they say that only their God can cure them. They may refuse medical or mental help, for example, the Jehovah’s Witnesses. Some religions tell their followers that illness is their fault, and they have to pay a penance to show that they are sorry, or be punished. They feel guilty for being ill and do not seek the medical or mental treatment they need.

In certain religions, various potions and medicines are mixed and given to sick people to take. Although some of the medicines may have healing properties, they have not been scientifically tested. Some may have a negative interaction with the other medicines the person is already taking, or neutralise the healing effects of the prescribed medicine. For example, if you drink herbal medicine together with prescribed antibiotics, you may cancel out the effects of the antibiotics and become seriously ill.

Some religions forbid the use of condoms. This means that STIs, including HIV, spread easily. Religions and beliefs that promote the sharing of a communal cup, passed from one to the next person, can cause illnesses such as flu and mouth sores to spread.

Some people believe in faith healers. Although there are genuine faith healers who can truly heal people, there are also frauds who don’t have any power to heal. They just work for money. This means that people die or become more ill and don’t get the treatment they need.

**Cultural practices that cause ill-health**

Culture influences the way we look at health, illness and treatment, as well as our behaviour towards our health. All cultures have beneficial, as well as harmful practices. There are many cultural practices that are helpful and healing. However, this section just focuses on harmful practices.

Harmful cultural practices are often aimed at benefitting males, and so cause harm to females. For example, female genital mutilation (FGM), wife inheritance, and male child preference are all practices that
seriously harm the neatm or females.

Male child (son) preference

In some cultures, male children are preferred to female children. This may lead to a female foetus being aborted, or a female baby being killed at birth. It also has harmful effects because often the best food is kept for the male child, and the female child suffers from malnutrition and general neglect. Son preference and the low value given to daughters have a harmful psychological effect on the girls. These girls believe they are worthless or less worthy than men. They may not take good care of their health and be more vulnerable to risky behaviour, due to their low self-esteem and low self-worth.

Circumcision

Male circumcision is the removal of the foreskin of the male penis. It can be useful to help reduce the transmission of HIV. However, it can be harmful if conducted by untrained or careless people who use unsterilised or unwashed instruments and don't take enough care to prevent infections. A number of youths die as a result of circumcisions gone wrong, or need to have their penises amputated due to infections.

Female genital mutilation and cutting

Female genital mutilation (FGM) involves the surgical removal of parts of or all of the female genital organs. It is an outdated practice in some parts of the world, which is kept up because it is customary. It is believed that, by mutilating a female's genital organs, her sexuality can be controlled. It is also done to ensure a woman's virginity before marriage and her faithfulness after marriage. However, FGM leads to serious health problems and illness, including haemorrhage or bleeding, infection and severe pain. Infection can result in infertility, anaemia and difficult childbirth. The complications resulting from deep cuts and infected instruments can even cause death. The inability to pass menstrual blood, because the only remaining opening is too small, can lead to the infection of other organs.

Arranged marriages

Sometimes girls as young as 11 are married off as fourth or fifth wives to men who are old enough to be their grandfathers. The parents usually do this to get money or to pay a debt. The harmful effects include the girls not having childhoods, lack of schooling, as well as ill-health.

Difficult childbirth, due to the young ages of these girls, often leads to the young mothers' deaths. Many girls have low body weight and suffer from malnutrition.
Dry sex

Dry sex or vaginal drying leads to friction of the genital area, and causes injury to the membrane lining the vagina and the uterine wall. This scarring of tissue puts women more at risk of contracting HIV. Dry sex removes the bacteria that assist in fighting infection. There is a higher risk that a condom can tear during dry sex. This also leads to a greater risk of STIs.

Nutritional harm

In some cultures, there are nutritional taboos, which mean some foods may not be eaten. The taboos are usually set for girls and pregnant mothers. This has a harmful effect on pregnant mothers and their babies because they are not getting all the nutrients, especially protein and iron, that they need. They are therefore more vulnerable to infections and illnesses.

In some cultures, the female baby is weaned much sooner than the male baby. This means that the male baby has a better chance of survival and good health. There are also cultural customs that deprive girls and women of eggs, fish, meat and milk. This means they do not get enough nutrients and are more often prone to infectious diseases.

In other cultures, eating disorders are on the increase because people think that a thin woman is beautiful, successful and happy. There are so-called norms about the ideal body size, body shape and look. Many girls go without food, starve themselves or go on harmful diets to lose weight. This also causes eating disorders, such as anorexia and bulimia that can lead to starvation and death.

Different knowledge perspectives

A knowledge perspective is the viewpoint or outlook you have on something. For example, facts and information can be seen from a particular viewpoint, outlook or angle. Different people have different knowledge perspectives which mean different ways of understanding and knowing about things. For example:

- One person may say that it is healthy to fast or not eat for three days, while another will say it is harmful.
- A person may say that eating meat is healthy, while other people do not eat meat as they are animal lovers, say it is unhealthy or don't like the taste of meat.
Unit 2: Lifestyle diseases as a result of poverty and gender imbalances

Week 2; 1 hour

2.1 What are lifestyle diseases?

A lifestyle disease is an illness that is linked to the way people live. It is a disease that can be prevented by changes in nutrition, environment, your general lifestyle, avoiding substance abuse, as well as the promotion of gender equality and the reduction of poverty. Examples of lifestyle diseases are heart disease, stroke, obesity, osteoporosis, some forms of cancer, hypertension, tuberculosis, STIs and HIV. Graph 1 shows the numbers of people (millions) who suffer from some lifestyle diseases in South Africa.

**Graph 1: Lifestyle diseases in South Africa**
Lung cancer

Women are more vulnerable to the effects of smoking than men. Women develop lung cancer with lower levels of smoking compared to men. Women who smoke three to five cigarettes per day may double their risk of lung cancer, while men must smoke six to nine cigarettes per day to double their risk. The photograph shows the effect that smoking has on the lungs.

Prostate cancer in men

Prostate cancer starts in the male prostate gland. This is a small gland that is part of the male reproductive system. It wraps around the urethra, which is the tube that carries urine from the body.

Symptoms of prostate cancer include:

- delayed or slow start to urination and slow urinary stream
- dribbling or urine leaks after urinating
- an inability to empty out all the urine
- blood in the urine or semen
- bone pain in the lower back and pelvic bones.
Diseases of the heart and circulatory system

The leading condition contributing to circulatory system disease is hypertension. Heart and circulatory system diseases are illnesses of the heart and vessel system. They include cardiovascular diseases, such as heart disease, strokes and hypertension.

Heart disease occurs in many forms. The most common form is coronary heart disease or ischemic heart disease. The blood vessels are narrowed, reducing the supply of oxygen and nutrients to the heart. This can eventually result in a heart attack. Look at the diagram of the heart and how narrowing of the blood vessels can lead to a heart attack. A build-up of plaque in the blood vessels is called atherosclerosis. The build-up leads to the hardening and narrowing of the arteries, and this reduces the flow of blood to the heart. Hypertension or high blood pressure, stroke and ischemic heart disease or coronary heart disease are all circulatory system diseases.

Narrowing arteries can lead to a heart attack.

The World Health Organization (WHO) warns that diseases of the heart and circulatory system:

- are the number one cause of death globally
- cause an estimated 17.5 million deaths every year, representing 30% of all global deaths. Of these deaths, an estimated 7.5 million are due to coronary heart disease and 6.2 million are due to strokes.
- seriously affect low- and middle-income countries such as South Africa: over 80% of heart disease deaths occur in low- and middle-income countries, and occur almost equally in men and women.
- will kill almost 23.6 million by 2030.
Activity 3: Analyse the incidence of TB in South Africa

Look at the map before you answer the questions.

South African TB statistics cases per province
(Source: adapted from City Press, 24 June 2012, p14)

1. What is meant by a TB hot spot? (2)
2. Which province has the highest incidence of TB? (1)
3. Which province has the lowest incidence of TB? (1)
4. Critically evaluate why some areas have higher levels of TB than other areas. (6)

Sexually transmitted infections including HIV and AIDS

STIs are spread by the transfer of infected organisms from person to person during sexual contact. In addition to common STIs such as syphilis and gonorrhoea, STIs also include HIV, which causes AIDS; *chlamydia trachomatis*, human papilloma virus (HPV), which can cause
Poverty results in:

- poor sanitation and a lack of water in the community, which can lead to diseases.
- food insecurity; this means people don’t have access to enough food or enough healthy food. The less balanced and nutritious meals are, the more the immune system weakens, and people are put at risk for infections and illnesses. Look at the photograph alongside.

![Photograph of two children] Nutritional deficiencies due to not having money to buy good food, can lead to ill-health and a weaker immune system. A person with a weaker immune system is more at risk of contracting illnesses such as TB.

- people reusing oil in cooking, because they don’t have money to buy new oil. This can lead to cancer.
- overcrowding, due to lack of adequate housing. Not enough ventilation or airflow, can cause TB to spread.
The biological risk of illnesses and the levels of seriousness differ between men and women. This means the two groups have different patterns of ill-health. This is because of:

- differences in biological make-up
- the reproductive function of women
- different gender roles that result in different lifestyles and health risk factors.

Reproductive health issues are the main cause of women’s ill-health and deaths worldwide. Reproductive health status depends a great deal on poverty levels and gender.

Women are more likely to experience physical violence from their partners, sexual violence from men and forced sex from their fathers. Gender violence means that women are more at risk of contracting HIV.

### Case study: Ill-health due to poverty and gender imbalances

In sub-Saharan Africa, more than 500,000 women die in childbirth or from pregnancy-related causes every year. Almost all – 99% – of these maternal deaths occur in low-income countries. The maternal death rate is 44 per 100,000 live births in Europe and Central Asia compared to 900 in sub-Saharan Africa. The risk of maternal death is one in 30,000 in the richer Northern Europe compared to one in six, in the poorest countries.

The majority of maternal deaths (80%) are due to complications during pregnancy, at delivery or within six weeks post-delivery. The presence of HIV makes this even worse, as the virus increases the likelihood of complications during childbirth. Examples are anaemia and haemorrhage or heavy bleeding. Women who have HIV have a higher risk of dying during childbirth.


### Activity 4: Analyse ill-health due to poverty and gender imbalances

Read the case study above and then answer the questions...
Unit 3: Lifestyle diseases: contributing factors and intervention strategies

Week 3; 1 hour

Unit 3: Key questions
1. Which factors contribute to lifestyle diseases?
2. Which intervention strategies can one use to prevent lifestyle diseases?

3.1 Contributing factors to lifestyle diseases

Various factors, which many people can try to control, contribute to lifestyle diseases. For example, factors such as poor eating habits, lack of physical exercise, use of tobacco products, abuse of illegal drugs and over the counter (OTC) medicines and prescribed drugs, and risky sexual behaviour, contribute to lifestyle diseases.

*I am Responsible. We are Responsible, South Africa is Taking Responsibility* has been the slogan for recent health promotion campaigns. This means we all need to make decisions about our lifestyle, where possible, to improve our health and protect ourselves and others from diseases.

**Table 11.1: Lifestyle factors that contribute to diseases**

<table>
<thead>
<tr>
<th>Lifestyle factor</th>
<th>Example</th>
<th>At risk for ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe sexual behaviour</td>
<td>Sex without a condom; multiple sexual partners</td>
<td>Cervical cancer in women; STIs and HiV; hepatitis B.</td>
</tr>
<tr>
<td>Poor eating habits</td>
<td>Eating too much fat, especially animal fat</td>
<td>Prostate cancer in men</td>
</tr>
<tr>
<td></td>
<td>Not eating enough healthy food; malnutrition</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>High levels of salt intake; lack of calcium, potassium and magnesium in food intake; lack of vitamin D</td>
<td>Hypertension</td>
</tr>
</tbody>
</table>
support are necessary to deal with lifestyle diseases.

Many of the following intervention strategies to counter lifestyle diseases have been proposed by the World Health Organization, and South Africa is leading the way in many of these. For example, we have already banned advertising for smoking, smoking in public places, put warnings about the dangers of smoking on cigarette packs and raised taxes on tobacco products.

### Intervention strategies to counter lifestyle diseases could include:

- Protecting people from tobacco smoke and banning smoking in public places
- Raising taxes on tobacco
- Banning tobacco advertising, promotion and sponsorship
- Warnings about the dangers of tobacco use
- Educating people about healthy lifestyles
- Educating people about STIs including HIV
- Reducing the stigma against people with HIV and AIDS
- Promoting testing for HIV
- Ensuring that every school is a Health Promoting School (HPS)
- Encouraging regular physical activity
- Educating people about the importance of early detection, regular screenings and visits to the clinic
- Limiting access to alcohol
- Banning alcohol advertising
- Raising taxes on alcohol
- Promoting community awareness about nutrition
- Reducing salt intake and salt content of food
- Replacing trans-fat in food with polyunsaturated
• low in sugary cakes and desserts.

Vaccinations
Vaccinations, where available, may prevent certain cancers. For example:

• vaccination against hepatitis B, a major cause of liver cancer
• vaccination against the human papillomavirus (HPV), the main cause of cervical cancer.

Control
If you control something, you manage it so it does not become a crisis or a disaster.

For example, TB transmission generally occurs indoors, in dark, damp spaces where droplets can stay in the air for a long time. TB is easily spread in very crowded and impoverished living conditions, hostels, and in overcrowded prisons, refugee and squatter camps, mines and poorly ventilated or aired factories and classrooms. Direct sunlight and fresh air quickly kill the TB bacteria.

To avoid getting TB or to control the spread of TB, you can:

• open the windows and let fresh air into your home, classroom, or bus
• help and encourage people who have TB to follow the treatment instructions and take their medication.

If you have hypertension, you can control it, so that you don't have a heart attack or a stroke, if you:

• eat healthily
• get regular physical exercise
• lose weight
• eat less salt
• stop smoking
• deal with your stress and apply relaxation methods (see Skills focus: Stress management).

To control the spread of STIs, always stay in a faithful relationship if you
• A blood test is done to screen men for prostate cancer. This helps to identify the cancer before it causes any symptoms, spreads, or becomes untreatable.

**Hypertension**

To ensure that you don’t suffer from high blood pressure or hypertension, go to the clinic at least once a year to have your blood pressure checked. Early detection can save your life.

A nurse takes a patient’s blood pressure.

The nurse will check your blood pressure as shown in the photograph. There are two numbers that are important; a systolic and a diastolic number. The systolic number measures the pressure in the arteries when your heart beats and contracts, and the diastolic number measures the pressure in your arteries when your heart rests between the beats.

• Your blood pressure is considered normal when it is below 120/80, with 120 referring to systolic and 80 to diastolic.

• You have pre-hypertension if your blood pressure is between 120/80 and 139/89.

• When your blood pressure is 140/90 or higher, then you have high blood pressure.

**STIs**

Go for regular tests at the clinic; the sooner you know that you have an
productive life, and prevent the early onset of AIDS.

**Care and support**

You can ease the stress of illness by joining a support group whose members share common experiences and problems.

People with cancer need a lot of friendship and support, because the chemotherapy may cause hair loss, weight loss, nausea, depression and extreme tiredness.

**Hospices** are places where sick people that cannot be cured live in the later stages of the disease. There they get the support and care they need, and can die in comfort and dignity. Hospices provide palliative care. This may include:

- relief from pain
- affirmation of life and dying treated as a normal process
- not speeding up or slowing down death
- integration of the psychological and spiritual aspects of patient care
- offering a support system to help patients live as actively as possible until death
- offering a support system to help the family cope.

*(Adapted from www.hpca.co.za/)*

**Resource: The Hospice**

The Hospice Palliative Care Association

[www.hpca.co.za/](http://www.hpca.co.za/)
Case study Voice of Government: let there be no more shame, blame and discrimination

Ill-health, fear, stigma and discrimination remain features of the HIV pandemic in all parts of the world. However, increasingly, HIV and AIDS is seen as less of a death sentence, and more people are proving publicly that the virus can be managed. In South Africa, this culture of openness and the progress made in the fight against HIV and AIDS is rapidly gaining momentum. The Presidency and the Department of Health lead the drive to create awareness, promote responsibility and allocate resources for public education, prevention and treatment.

The President called on all South Africans to demonstrate responsibility by taking an HIV test. He further called on each South African to take personal responsibility for their health and well-being. South Africans are on the journey towards being responsible citizens who can overcome the challenges of HIV and AIDS.

The government, in collaboration with other organisations, launched sustained campaigns and initiatives to raise awareness about risky sexual behaviour and to prevent the spread of HIV. Many South Africans are now making healthy lifestyle choices, including regular testing and making use of counselling, care and support services. We also started a dialogue in our homes, communities, workplaces and places of worship, to support the national effort for a reduction in the spread of HIV and to address the impact of AIDS on individuals and communities across the country.

Remember, ‘I am responsible, we are responsible and South Africa is taking responsibility.’ South Africans have access to HIV prevention, treatment, care and support. So let us all be responsible and prevent HIV, get treatment for HIV and talk openly about HIV.

(Adapted and condensed from article by Jimmy Manyi, The New Age, 23 June 2012 www.thenewage.co.za/blogdet'ail.aspx?mid=186&blog_id=%201683)
Unit 4: Commitment to participate in physical activities for long-term engagement: develop an action plan

Week 4; 1 hour

Unit 4: Key questions
1. What are the benefits of long-term participation in physical activities?
2. What is an action plan?

4.1 Long-term effects of participation

It is vital to commit to participate in physical activities on a long-term basis. The physical, mental, social and emotional benefits are important. You learned about the dangers of preventable lifestyle diseases in Unit 1. One of the best ways to prevent these lifestyle diseases is by committing to being physically active for the rest of your life.

The benefits of long-term exercise include:

- 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.

Table 11.2: The physical, mental, social and emotional effects of long-term participation in physical activity

<table>
<thead>
<tr>
<th>Physical benefits</th>
<th>Mental benefits</th>
<th>Social benefits</th>
<th>Emotional benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stronger bones</td>
<td>Clears the mind</td>
<td>Make and keep friends</td>
<td>Enjoyment</td>
</tr>
<tr>
<td>Protection from osteoporosis</td>
<td>Keeps the mind alert</td>
<td>Helps to integrate in a new</td>
<td>Feelings of self-worth improve</td>
</tr>
</tbody>
</table>

• Enjoyment
• Feelings of self-worth improve
Case study MEC Sbihidla-Saphetha hosts Work and Play Festival for public service workers

Improving the health profile of the public service workers is one of the priorities of the government of KwaZulu-Natal. In a bid to encourage public service workers to engage in sporting activities so as to avoid contracting lifestyle diseases, KwaZulu-Natal MEC for Arts, Culture, Sport and Recreation, Ntombikayise Sbihidla-Saphetha, hosted the Work and Play Festival for the ILembe District, at Mandeni Sports grounds.

The event saw 500 workers, representing all provincial government departments and four local municipalities under ILembe District, participating in five sporting codes. They participated in netball, soccer, athletics, aerobics and tug-of-war.

Various scientific studies indicate that the high rate of absenteeism in the workplace in South Africa is caused by lifestyle diseases. As a result, the country loses millions of rands, which could otherwise be used for service delivery.

(Activity from www.kznrs.gov.za)

Activity 6: Improve your health

1. Why did the MEC host the Work and Play Festival? (2)
2. What causes a high rate of absenteeism in South Africa? (2)
3. Critically evaluate whether the five sports on offer are suitable for lifelong participation. (10)

Case study Gogos kick into action

A few years have passed since the 2010 Soccer World Cup inspired Khayelitsha grannies to put on their boots and kick around a soccer ball to keep fit and have fun.

The gogos, who started the first soccer team in Cape Town for elderly women, are still at it and more competitive than ever. Khayelitsha Velani Nafeilile football club in the ILembe District.

(Adapted from www.kznrs.gov.za)
Case study Gogos kick into action

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The gogos, who started the first soccer team in Cape Town for elderly women, are still at it and more competitive than ever. Khayelitsha's Vukani MaAfrika football club took on Harare's Asakhe AmaAfrika team and beat their younger rivals 5-2.

One of the founders of the original Vukani MaAfrika team, Mabel Zenani, 64, spoke to the Cape Argus about how they have gone from strength to strength. “We are gogos who want to play soccer. We were tired of seeing soccer only on TV, others in Durban and elsewhere playing, while we stay at home doing nothing. So, we decided to form the team. We are the first in Khayelitsha, but a team like ours is still rare.”

She said their team had grown to 25 members. The club will be taking on an even younger team in the next few weeks, Zenani said. “They saw us training and they asked to play against us,” she said.

When asked how the community has reacted to them, she said they get a lot of support. “The people love our soccer, we get many people here when we play. People take pictures and support us and it makes us happy,” she said.

Some club members said they joined the club for health reasons. Patricia Mbiyo, 65, said before the club was started, all they would do is sit at home and watch TV. Many of them suffered from diabetes, arthritis, being overweight and high blood pressure. Many have reported an improvement in their health.

(Activity 7: Analyse the health benefits of playing sport)

1. Why did the Khayelitsha grannies decide to play soccer and form a
4.2 Develop an action plan for lifelong participation in physical activity

Start to think now about suitable physical activities for lifelong participation. You need to plan in advance; once you leave school, there will be no PE classes, and no organised school sports. However, this does not mean you should stop participating in sport, recreation and physical activities.

Consider the suitability of each type of sport. For example, rugby and boxing are contact sports that can cause serious injuries, and are not suitable for people who are 80 years old! On the other hand, golf, walking, swimming and playing Frisbee® are sports that you can safely participate in for many years.

Use these criteria as a guide to help you decide on your choice of activities:

- safety
- accessibility
- cost
- suitability of activity for age group
- health benefits.

See the next chapter for more about participating in programmes that promote long-term engagement in recreational activities.
Table 11.3: Example of an action plan for lifelong participation in physical activity

<table>
<thead>
<tr>
<th>Sport</th>
<th>Relaxation</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When, Where</strong></td>
<td><strong>Cost</strong></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>Yoga</td>
<td>Dancing</td>
</tr>
<tr>
<td>Every 2nd day</td>
<td>Twice a week</td>
<td></td>
</tr>
<tr>
<td>At home, ring</td>
<td>Community centre</td>
<td>Once a week</td>
</tr>
<tr>
<td>on wall</td>
<td>R10 a session</td>
<td>Clubhouse</td>
</tr>
<tr>
<td>Free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td>T'ai chi</td>
<td>Frisbee®</td>
</tr>
<tr>
<td>Twice a week</td>
<td>Once a week</td>
<td></td>
</tr>
<tr>
<td>Bowling green</td>
<td>Community centre</td>
<td></td>
</tr>
<tr>
<td>R10 a session</td>
<td>R5 a session</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running</td>
<td>Gym</td>
<td>Hiking</td>
</tr>
<tr>
<td>Once a week</td>
<td>Twice a week</td>
<td></td>
</tr>
<tr>
<td>Open space</td>
<td>In a gym</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>R20 a session or a contract for a year for R850</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>Kite flying</td>
<td>Swimming</td>
</tr>
<tr>
<td>Twice a week</td>
<td>When wind blows</td>
<td></td>
</tr>
<tr>
<td>Open space</td>
<td>Open space</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous</td>
<td>Table tennis</td>
<td>Walking</td>
</tr>
<tr>
<td>games</td>
<td>Once a week</td>
<td></td>
</tr>
<tr>
<td>At festivals</td>
<td>Club</td>
<td></td>
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<td></td>
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</tbody>
</table>
4.3 Value-added benefits and diseases of lifestyle

Regular physical activity can help to protect you from diseases of lifestyle. There are value-added benefits of physical activity; for example, it:

- reduces the risk of dying young from a lifestyle disease
- reduces blood pressure, relieving stress on your heart
- lessens the risk of developing diabetes
- reduces feelings of depression and anxiety
- promotes weight loss
- reduces LDL, or ‘bad’ cholesterol that clogs arteries
- improves the function of your heart muscles
- prevents osteoporosis by building strong bones
- prevents colds because it strengthens the immune system
- reduces the seriousness of asthma attacks
- prevents the cancers that are related to being overweight such as colon cancer and breast cancer
- promotes brain health by increasing the flow of blood to the brain and stimulating the nerve cells in the brain that are responsible for memory
- makes you sleep better because it helps you to relax
- helps to prevent strokes
- improves your muscle strength and the function of your joints, which reduces some symptoms of arthritis.

Activity 9: Evaluate the value-added benefits and lifestyle diseases

Work in pairs. Study the contents of this chapter carefully before you do this activity.

1. Imagine that you have to give a talk on the radio or TV. Your topic
Content summary

Key concepts

Unit 1 Human factors that cause ill-health, accidents, crises and disasters

- Bad lifestyle choices, such as smoking, unprotected sex, and alcohol abuse can lead to ill-health. Driving while drunk can lead to traffic accidents. People can cause crises by, for example, leaving a family without money and stealing copper cables so that trains can’t run. People who contaminate water in rivers, or sports fans who push to get into stadiums can cause disasters.

- Psychological, social, religious, cultural practices and different knowledge practices can also cause ill-health. Social conditions such as violence and alcohol abuse can lead to gender-based violence and rape, and to foetal alcohol syndrome (FAS). Environmental pollution can harm the health of whole communities. Religious factors that cause ill-health include forbidding the use of condoms, faith healers who work only for money, and the refusal to get medical help. Harmful cultural practices include female genital mutilation, circumcision by untrained people, arranged marriages, male child preference and a culture of silence.

Unit 2 Lifestyle diseases as a result of poverty and gender imbalances

- Lifestyle diseases can be prevented, controlled and treated. They include some cancers such as lung cancer from smoking and cervical cancer; hepatitis B; hypertension or high blood pressure; diseases of the heart and circulatory system; TB; STIs and HIV and AIDS.

- Lifestyle diseases can also be the result of poverty and gender imbalances. Diseases of poverty include TB, HIV and AIDS, and malnutrition. The poor don’t have enough healthy food to eat and not enough money to access health care; they live without proper sanitation and clean water; they may suffer from stress; and women may be forced to engage in sex for money. Gender imbalances can lead to gender-based violence, HIV and AIDS, and...
malnutrition. The poor don’t have enough healthy food to eat and not enough money to access health care; they live without proper sanitation and clean water; they may suffer from stress; and women may be forced to engage in sex for money. Gender imbalances, can lead to gender-based violence, HIV and AIDS, and women not getting the health care they need.

Unit 3 Lifestyle diseases: contributing factors and intervention strategies

• Factors that contribute to lifestyle diseases include: poor eating habits; lack of exercise; use of tobacco products, abuse of illegal and over-the-counter medicines, and risky sexual behaviour.

• Intervention strategies prevent, control and detect lifestyle diseases. Strategies include banning or taxing harmful substances; abstaining from sexual intercourse; avoiding unhealthy food and adapting your diet; being vaccinated; controlling the way in which diseases are spread; and early detection so that they can be treated.

• Surgery, medication and chemotherapy can be used to treat and cure some lifestyle diseases. Some diseases, such as HIV, cannot be cured but treatment can help to prevent the onset of AIDS. Care and support can ease the stress of illness. It is important not to discriminate against or stigmatise people with illnesses.

Unit 4 Commitment to participate in physical activities for long-term engagement: develop an action plan

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

• Your action plan should consider: what sport suits you; how much it will cost; its risks of injury; its health benefits and social opportunities; how much equipment you will need.

• The value-added benefits of physical activity include living a long healthy life; reducing blood pressure; lessening the risk of becoming overweight and developing diabetes; less depression and anxiety; strengthening bones; and building your immune system.
Chapter 12  Physical Education: Participate in activities that promote long-term engagement in relaxation and recreational activities

Week 1–4; 4 hours

Unit 1: Safety for relaxation and recreational activities

Apply these safety measures throughout the term and year.

1.1 Follow instructions

- Always follow the instructions that your teacher or the group leader gives.
- The instructions are for your own safety, and also to protect others.
- When the teachers tells you to stop, or blows the whistle, you do need to stop.
- Avoid trying to show off and boasting that you can stretch further, dance for longer, or jump higher than anybody else. There are safety reasons for following your teacher's guidelines on how many repetitions you should do, for how long to hold a stretch, and how to move.

1.2 Spacing during activities

- Keep enough space – about one or two arm lengths – between you and the next learner.
- Avoid bumping into other learners.
- Always be aware of your body position in relation to other learners. This will help to avoid accidents.

1.3 Safety for dance

- Be aware of your position so that you don’t bump into other dancers.
- Be careful not to step on your partner’s feet.
Avoid a movement if you are not sure if it will hurt you or not.

1.4 Safety for self-defence

- Never try any attacking moves on another learner.
- Never use self-defence moves to bully other learners. Remember that bullying is not acceptable and is not allowed in schools.
- Use self-defence only to keep fit and to defend yourself. Always use these techniques just for defence, not for attacking somebody else.
- Always apply our Constitution; respect others’ rights to safety from harm.
- Always warm up before you try any of the moves.

1.5 Basic first aid for broken bones

- Call an ambulance.
- Do not move the injured limb.
- Do not massage the broken bone area.
- Never straighten the broken bone.
- Don't push a bone that is sticking out, back into place.
- Do not move joints above or below the break.
- Never move the learner without giving support to the broken bone.
- Apply a splint to the area above and below the break. Pad the splints to help reduce pain. Avoid moving the broken bone while you apply the splint.
- Apply ice packs to limit swelling and help to relieve pain until the ambulance arrives. Don’t apply ice directly to the skin; wrap the ice in a towel or cloth.
- Treat the learner for shock. Cover the learner with a warm blanket.
- Do not give liquids or food to the injured learner as he or she may need an operation.

1.6 Warm up and cool down

Always warm up and cool down before and after exercise. Use these...
Unit 2: Grade 12 dance

Weeks 1–2; 2 hours

Get ready for your matric farewell by refining your dance moves. Use different forms of dance to prepare for the big night, and to create your own special Grade 12 class dance. Dance is an exercise form that promotes long-term engagement in relaxation and recreational activities; you can dance for the rest of your life.

African dance is a rhythmic and expressive way to build community spirit and celebrate important days, rites and traditions. It is an ideal dance form to celebrate your matric year. Indian dancing in the classical tradition includes graceful rhythmic dancing. Ballroom dancing is a form of formal social dancing. It includes the cha-cha, foxtrot and waltz. See Chapter 14 for examples of Bollywood and High School Musical dances.

2.1 African traditional dance

We are privileged in South Africa because there are many traditional African dances to learn and do. The dances are rhythmic and give you a good workout. You will do turns, hops, leaps, kicks, arm swings, hand raises, foot stomps, claps and shouts, with repeated movements.

You may use a drum, a shaker or voice to provide the rhythm.

The most often used stances are:

- upright stance with a straight back
- body facing forward leaning down somewhat, and with arms gesturing down
- moving your torso almost parallel to the floor, with your body weight focused at the centre of your feet.

PE Activity 1: Do the African umteyo dance

This dance is also referred to as the shaking dance. This is an isiXhosa dance. It involves the fast shaking of your thorax – the area of your body between your neck and abdomen – so that the whole length of your spine seems to be rippling.
PE Activity 2: Do the African indlamu dance

This dance is best known as the African Zulu dance. It is performed by the Zulu people of South Africa. The dancer lifts one foot as high as his head and brings it down hard, landing on the downbeat. Two dancers perform indlamu routines together. They shadow each other's moves exactly.

PE Activity 3: Do the African mohobelo dance

This is a Sotho striding dance. It includes striding, leaping, sliding, and slithering along the ground. Two and sometimes three main movements occur: the slow bahobela, high kicks, the fast molapo, leaping and twisting in the air, and the phetholaletsoho, which are hand movements.
2.2 Traditional Indian dance

Bharatanatyam is a traditional Indian dance. It is made up of dance steps, neck and eye movements, hand gestures, and still poses in which a dancer holds a stance for a few seconds in between movements. The steps of this dance require balance and co-ordination; you need to move your arms and feet at the same time. Try some positions and steps.

PE Activity 4: Do the Indian bharatanatyam

1. Hold the half-seated position.
2. Keep your back straight and look straight ahead.
3. Point your feet to the opposite sides.
4. Place your hands on your hips, or your elbows up.
5. Bend your knees out.
6. Stand in this position for one minute.

Practise some steps

1. Start in the half-seated position.
2. Stretch both your arms, with your hands facing downwards.
3. Stretch your right leg so that only your heel is resting on the floor.
2.3 Jazz

Jazz started in the United States and is a mix of African and European music traditions. Jazz musicians often improvise – they make up their own music as they go along, changing the timing and the melody. Jazz often has syncopated rhythms, which change and can be unexpected and off-beat. There are, however, certain jazz steps that you can dance to most jazz music.

PE Activity 5: Do the jazz square

The jazz square is also called the box step, because you move in a square like a box.

1. Start by standing straight.
2. Keep your arms at your sides and your feet together.
3. Cross your right foot over and in front of your left.
4. Step back with your left foot.
5. Bring your right foot back in line with your left foot, so that you are standing with your feet about 60 cm apart.
6. Now step forward to your original position.

PE Activity 6: Do the jazz chase step

1. Step one foot forward.
2. Move your other foot behind your first foot.
3. As you move your second foot to join the first one, step off your foot to create a skipping movement across the floor.

PE Activity 7: Do the jazz kick

1. Kick high and straight up in the air.
2. At the same time, bend backwards, with your head back and your arms reaching out.
2.4 Ballroom and other dances

Traditional ballroom dances are formal dances that you dance with a partner. They include the waltz, foxtrot, cha-cha, mambo, quick step, samba, tango and rumba. There are particular steps that you have to follow.

PE Activity 9: Dance the foxtrot

- The foxtrot is a smooth dance with long, continuous flowing movements across the dance floor.
- Play medium-tempo jazz or swing music with 120–136 bpm.
- The basic rhythm is slow-quick-quick or slow-slow-quick-quick.
- Dance in pairs.
- Traditionally, Partner 1 is the male, and Partner 2 the female.

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic foxtrot step forward</td>
<td></td>
</tr>
<tr>
<td>1. Start the foxtrot by stepping forward slowly with your left foot, then step forward slowly with your right foot. Your right foot will pass your left foot before you put it down, just as you do when you walk forward.</td>
<td></td>
</tr>
<tr>
<td>2. Move the left foot quickly to the left, and quickly place the right foot beside it.</td>
<td></td>
</tr>
<tr>
<td>1. Do the opposite of Partner 1. Move your right foot slowly back; then step back slowly with your left foot.</td>
<td></td>
</tr>
<tr>
<td>2. When your partner steps quickly to the left, you must step quickly to the right.</td>
<td></td>
</tr>
<tr>
<td>3. Make sure you stay in front of Partner 1 at all times.</td>
<td></td>
</tr>
</tbody>
</table>

Basic foxtrot step back

1. Step forward foxtrot.
**Foxtrot moving forward**

1. Move forward by stepping forward slowly with your left foot; then step forward with your right foot.
2. Step to the side quickly with your left foot; then place your right foot quickly next to your left foot. Repeat.

**Foxtrot promenade**

1. Turn so that your body faces the centre of the floor.
2. Keep your left foot turned toward the centre of the floor as you move it slowly to the side.
3. Cross your right foot slowly in front of your left foot.
4. Bring your left foot quickly behind your right foot; then place your right foot quickly beside your left foot.
5. Repeat.

**Mirror Partner 1 in reverse.**

1. Mirror Partner 1 in reverse.
2. Stay in front of him/her throughout this movement.

**Foxtrot promenade**

1. Turn your body so that it faces the wall; you will still be directly in front of your partner.
2. Do the opposite to Partner 1, facing him/her all the time.
3. Step slowly to the right with your right foot; slowly cross the left foot in front of the right foot, then step right quickly with your right foot, and quickly place your left foot beside it.
4. Repeat.

**PE Activity 10: Dance the Charlie Brown cha-cha**

This is a hop and step dance.

1. Hop on your right foot, while lifting your left foot at the same time.
2. Push both your arms forward, and keep your elbows straight and your arms parallel.
3. Step forward with your left foot and, at the same time, push your right foot behind you.
PE Activity 11: Do the chicken dance

1. Hold your arms up in front of you.
2. Make a beak with your thumbs and fingers.
3. Open and close your hand beaks four times.
4. Put your thumbs in your armpits.
5. Flap your elbows four times.
6. Bend your knees and wiggle your hips four times.
7. Move your arms and hands like the feathers of a chicken.
6. Step your left foot next to your right foot.

Slide to the left:
Repeat the sequence above, but in the other direction, starting with your left foot.

Go backwards:
1. Step back with your right foot.
2. Step back with your left foot.
3. Step back with your right foot.

Dig and kick:
1. Dig left – bend your knees and lean forward, putting the weight on your left foot.
2. Come up to a standing position.
3. Kick out with your right foot.

4. Pivot – turn around 90 degrees to the right and start again with the grapevine.
PE Activity 14: Play a dance game

1. Dance in a circle.
2. Dance to the music, any steps you like.
3. When the music stops, everybody has to stop in the position that they are in. They have to freeze.
4. When the music starts again, continue dancing.
5. If a learner does not stop when the music stops, the learner has to stand outside the circle, and continue dancing.
6. The last learner to remain in the circle wins the game.

PE Activity 15: Do the wheelchair line dance (inclusivity)

A line dance is a dance where you dance in lines to the music. The steps are repeated. Everybody does the same steps at the same time. The dancers or wheelchairs face in the same direction.

1. Line up any number of wheelchairs, 1 m apart from each other.
2. Using both hands, push your wheelchair forward for six counts.
3. Turn your wheelchair to your right, keep it stationary, swing your arms to the right and left, while flicking your fingers. Repeat.
4. Repeat the previous two steps.
5. Do a full circle with your chair.
6. Keep your wheelchair stationary; snap your fingers eight times to the beat of the music.
7. Roll your chair to the back for six counts.
8. Clap your hands above your head for four counts.
9. Snap your fingers four times.
10. Do a full circle with your chair.
11. Start from the top again.
Unit 3: Self-defence

Weeks 3–4; 2 hours

Karate is a self-defence sport developed in Japan. You don’t use weapons. You strike sensitive areas on an attacker’s body by using your hands, elbows, knees and feet.

The best form of self-defence is to run away. However, if you are in a situation where you cannot run away, you need to protect yourself. Practise the moves in this unit without touching or harming anybody else. The activities are to help you to shock the attacker, so that you get a chance to run away. You are not meant to harm another person.

PE Activity 18: Basic self-defence stance

The ready stance is the way you hold your body to get ready to defend yourself. It is a balanced stance that enables you to apply your defensive moves.

1. Stand with one foot in front of the other, shoulder width apart.
2. Make sure your feet point in the direction that you are looking at, which is towards the attacker. Turn your toes in slightly.
3. Bend your knees slightly.
4. Lift your arms into a basic boxing position.
5. Tighten your fingers into fists, hold your hands about 15 cm from your body.
PE Activity 20: Upper block

1. Hold your right arm at a 45 degree angle to your head.
2. Face your palm away from your head.
3. Keep your fist 10 cm away from your head.
4. Hold your shoulders in a relaxed position.
5. Your right arm must be in the ready position under your shoulder, with your forearm parallel to the floor, and your palm facing upwards.
6. Move your right arm out in an upward crossing movement.
PE Activity 22: Middle block

1. Stand in the basic self-defence stance.

2. Breathe in on the circular arm movement and breathe out when you are in the block position.

3. Hold your left arm in the blocking position.

4. Hold your left fist level with your left shoulder, with your left elbow one fist away from your body.

5. Move your right fist across your body under your left elbow.

6. Start a circular motion with your fist going forwards and up.

7. At the same time, move your left arm across your face, and then pull back to the ready position.

8. End the block by pulling your right arm back to your body. When you move one arm with power in one direction, the other arm must move just as powerfully in the other direction.
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8. End the block by pulling your right arm back to your body. When you move one arm with power in one direction, the other arm must move just as powerfully in the other direction.
**PE Activity 25: Front kick**

1. Stand in the self-defence stance.

2. Keep your arms up, and kick out powerfully with first your left leg and then your right leg. Raise your knee until it is level with your hips, when you kick.

3. Drive your foot upward by extending it.

4. Kick an imaginary target in the lower body and knees.

5. Keep one foot firmly on the floor. This will help to balance you.

**PE Activity 26: Rear kick**
3. This will give you time to run away.

PE Activity 29: Defence against a wrist grab

1. Lift your arm that is being held, as high as you can.
2. Use your knee to kick the attacker’s lower abdomen or groin area.
3. Practise on an imaginary attacker.

PE Activity 30: Defence against a bear hug

If a person grabs you from behind and holds you:

1. Use your fingers to pinch the attacker’s inner arm or thighs.
2. Stomp hard on the attacker’s foot.
Chapter 13 Careers and career choices

Weeks 5–7; 3 hours

Unit 1: Core elements of a job contract: worker rights and obligations; conditions of service

Weeks 5–6; 2 hours

**Unit 1: Key questions**

1. What are the core elements of a job contract?
2. Which labour laws apply to workers in South Africa?

1.1 Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act

Labour laws

Labour laws or legislation follow the democratic ideals of the Constitution. The following labour laws deal with employee and employer rights and obligations and the core elements of a job contract:

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

The LRA aims to promote economic development, social justice, labour peace and democracy in the workplace. It:

- makes rules for the relationships between: employer (who may be an individual or a company) and individual or groups of employees; employer or employers’ organisations and a trade union; and employee and a trade union.
- promotes employee rights to fair labour practices; to form and join trade unions and employers’ organisations; to organise and bargain collectively; to participate in decision-making through workplace forums; and to strikes and lock-outs.
- expects employers and employees to try to settle arguments and disputes through negotiation and conciliation instead of strikes and going to court.
- establishes the Commission for Conciliation, Mediation and
Some of the rights are limited when they apply to domestic workers.

Employment Equity Act, 55 of 1998 (EEA)
The aim of the EEA is to:

- promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice
- regulate affirmative action so that people from the designated groups, who have suitable qualifications, are given opportunities for employment. Designated groups, according to the EEA, are Africans, Coloureds and Indians, and women and the disabled, of all races.

The Basic Conditions of Employment Act (BCEA), 75 of 1997
The BCEA was introduced in 1997 and amended (changed) in 2002. The BCEA makes rules and regulations about the right to fair labour practices, which include:

- Employers must give their employees details of their employment in writing, in the form of an employment contract.
- It is against the law to employ a child under 15 years old, except for children in the performing arts (theatre, dance, movies). Children aged 15 to 18 may not be employed to do dangerous work or do work that places at risk their well-being, education, physical or mental health, or spiritual, moral or social development.
- Employees have duties and responsibilities towards their employers; for example, employees must not take sick leave if they are not sick and they should obey all lawful and reasonable instructions from their employers.

Core elements of a job contract
The BCEA sets out the core elements (conditions of service) that must be covered in an employment contract. These core elements are the minimum or basic elements. Click here to download an example of a contract of employment.

Resource: Example contract of employment

Activity 1: Write a contract of employment
Resource: Example contract of employment

Activity 1: Write a contract of employment

Read the scenario and then write a new employment contract for Kedibone. The contract should:

• contain the core elements as stated in the BCEA (10)
• be fair to Kedibone and to her employer, the restaurant. (5)

Scenario

Kedibone works at the Hungry Hippo Restaurant, 111 Sixth Street, Centreville. She has been working there for five years. She serves customers, but also washes dishes and cleans the floor. The restaurant pays her a small basic salary, and she relies on tips. If there aren’t enough staff, she is sometimes expected to work the lunch and dinner shifts. Some nights she works until 2 a.m. and must pay extra for transport home. She gets no extra pay for overtime. She gets no paid leave, no paid sick leave and no benefits. The restaurant owner demands that she is on duty every Sunday, as it’s one of the restaurant’s busiest days.

1.2 Principles of equity and redress

Equity

South Africa’s labour laws promote equity and fairness. According to the EEA, every employer must take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice.

No person may unfairly discriminate against an employee because of his or her race, gender, sex, 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.

Sometimes, however, an employer can discriminate if it seems fair. For example, it would be fair not to hire someone in a wheelchair if the job required him to climb up telephone poles.
Activity 1: Write a contract of employment

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Redress
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Redress

South Africa’s labour laws provide for general redress of past unfairness.
and procedures for disciplinary hearings.

- **Workplace forums** – committees of elected employees; they meet regularly with employers to discuss workplace issues
- **Trade unions** – help and represent employees in grievance and disciplinary proceedings
- **Bargaining councils** – represent employees and employers in different sectors, for example, the motor industry; they make sure that all members follow agreements about, for example, wages, conditions of work and training schemes; they help to prevent and resolve labour disputes
- **The Commission for Conciliation, Mediation and Arbitration (CCMA)** – tries to settle arguments and disputes between employers and employees, through negotiation and conciliation instead of strikes and going to court.

### 1.3 Recruitment process: general trends and practices

There are various ways to recruit or find people to join a company or business and do a particular job. The most common processes start off with advertisements – in newspapers, magazines, trade and career magazines, noticeboards, libraries, the Department of Labour, education institutions’ career counselling departments, small business centres, and job creation and entrepreneurship organisations. Some companies use recruitment or personnel agencies to find applicants for jobs.

A general trend now is to recruit employees online. This is also known as e-recruitment. Sometimes companies post open positions on their company website and ask you to apply online. (See also Chapter 5, Unit 1 for more on applying for jobs.) To apply online for a job, you may be asked to:

- fill in an online job application form
- submit your CV online, including photographs
- complete some tests to see if you are suitable or qualified for the job
- write a few paragraphs about yourself
- make an appointment for a telephone interview.

You can register as a jobseeker on e-recruitment sites. Some online recruitment sites include:
can hurt your career and spoil your chances of getting a job.

1.4 Trade unions and organised labour

Trade unions

Trade unions are organisations that represent the interests of their members in the workplace. They participate in collective bargaining or negotiations with employers for, for example, wage increases or improvements in workplace conditions.

Trade Unions look after their members.

Examples of trade unions are the South African Democratic Teachers Union (SADTU), Police and Prison Civil Rights Union (POPCRU), South African Transport and Allied Workers Union (SATAWU) and the National Union of Mineworkers (NUM).

Trade union office-bearers or officials have the right to:

- enter the workplace to recruit members and to communicate with them
- hold meetings with employees at their workplace, but outside their working hours.

Members of a trade union are entitled to:

- elect trade union representatives at their workplace
- authorise the employer to deduct union subscriptions or levies from
labour laws, for example.

**Federations**

A federation is a group of organisations that is made up of smaller groups such as groups of trade unions or groups of employers' organisations. The main trade union federations in South Africa are the Congress of South African Trade Unions (Cosatu), the Federation of Unions of South Africa (Fedusa), and the National Council of Trade Unions (Nactu).

Federations negotiate with government and represent their members. For example, Fedusa represents its members on the National Economic, Development and Labour Council (Nedlac); the Commission for Conciliation, Mediation and Arbitration (CCMA) Governing Body; the Unemployment Insurance Fund (UIF) Board; the National Skills Authority (NSA) and the Advisory Council on Occupational Health and Safety.

### Activity 2: Know your labour law

Match the aspects of labour law in Column A with the definitions or descriptions in Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trade unions</td>
<td>a. A way to make something right that was or is unfair</td>
</tr>
<tr>
<td>2. Labour Relations Act</td>
<td>b. Promotes equal opportunity in the workplace by eliminating unfair discrimination</td>
</tr>
<tr>
<td>3. Basic Conditions of Employment Act</td>
<td>c. Offers jobs and finds employees online</td>
</tr>
<tr>
<td>4. Employment Equity Act</td>
<td>d. Addresses misconduct such as absenteeism and dishonesty</td>
</tr>
<tr>
<td>5. Redress</td>
<td>e. Promotes employee rights to fair labour practices</td>
</tr>
<tr>
<td>6. Bargaining councils</td>
<td>f. Tries to settle arguments between employers and employees</td>
</tr>
</tbody>
</table>
Your job contract will describe many things. However, some things are expected such as work ethics and certain personal characteristics; these may not be specifically mentioned in your work contract. For example, if you are a judge, society expects you to be fair, honest, incorruptible, and wise. A nurse would be expected to be caring, kind, reliable, competent and to put the patient first.

**Resource**

Examples of work ethics and societal expectations include:

- **Adaptability** – you are flexible and can cope with change; you welcome suggestions about how to work more efficiently; you can change your work habits to fit in with your co-workers.

- **Dependability** – you are honest, reliable, and on time.

- **Flexibility** – you are willing to do a job that is not in your job description or after your normal working hours.

- **Honesty** – you do not take what is not yours, including using your employer’s telephone for personal calls or your employer’s time to respect and help them; you do your share of the work and do not leave it up to others.

- **Punctuality** – you arrive at work on time; you meet deadlines.

- **Responsibility** – you fulfil your duty to do something and take the blame if something goes wrong.

- **Attitude** – you have a positive attitude towards your job; you are enthusiastic; you are motivated and enjoy your job; you face challenges and try to overcome them.

- **Lifelong learning** – you increase your knowledge and upgrade your skills.

- **Productivity** – you do your job and have
Scenario 1
Fatima works in a bank. She was not sure how to fill in a new type of form that a client requested for a transfer of money from the bank. So she put the form in her desk drawer and hoped the problem would go away. The client phoned Fatima’s manager to ask why the transfer was not done. Fatima told the manager that it wasn’t her fault; she was very busy with more important things and it wasn’t her job to fill in silly forms.

Scenario 2
Dembi works in computer customer care. It is his job to see customers and sort out their problems. He also has a second job as a DJ. Sometimes he stays at a club or party until it is time to go to work. He then goes to work in his party clothes and shiny jewellery, sometimes with a hangover. He lets customers stand in long queues while he phones people who want him to DJ or he updates his website on the computer. At lunch-time, the busiest time, he goes into the back office to sleep, and leaves his colleagues to deal with the customers.

Scenario 3
Itumeleng works as a legal secretary at a big firm of lawyers. She is rather lazy and always manages to look busy, but actually does not do much work. Sometimes she loses important files; it does not bother her. She plays computer games, but likes to complain about how busy she is and how the work is too much. If she is asked to do anything that is slightly different from her job description, she refuses. She just says: “Hey, I was not trained to do that and it’s not in my job description. Ask someone else! Can’t you see I am busy?”

Scenario 4
Ntozi is an intern, training to be a lawyer. She has big dreams and has set achievable goals. She wants to learn as much as she can. She asks many questions. She spends time in the law library and observes how the firm is run. If anybody asks her to do a job, she smiles and says: “Of course … but please show me how”. She enjoys the work and even volunteers to come in on weekends to help the firm get ready for a huge court case.
Unit 2: The value of work: how work gives meaning to life

Week 7; 1 hour

Unit 2: Key questions
1. What is the value of work?
2. How does work give meaning to life?

2.1 The value of work

The value of work is more than providing money. It gives us purpose and meaning; it helps us to live fulfilled lives. To be fulfilled means to be satisfied, contented and happy. However, we find value in work only if we have passion, a love for the work and enjoy doing it. (See also Chapter 9 for more on mission and vision.) That is why it is so important to find a career that you will enjoy.
I love being a teacher. This is the best profession in the world. It gives my life so much meaning to know I am helping our youth to become educated.

I must try to win the Lotto so I don’t ever have to work again. I hate having to work. Why must I slave away every day?

Activity 4: Analyse cartoons
Case study Scientist Siyabulela Xuza leads the way

Siyabulela Lethuxolo Xuza is a role model. He is a young scientist from the Eastern Cape who has become famous. He is working on changing ordinary homes into power plants that capture the energy of the sun during the day and store some of the energy in fuel cells. This energy can then be used at night.

He studies at Harvard's School of Engineering and Applied Sciences, where he became one of just 1 948 students accepted out of about 28 000 who applied. He obtained 7 As for Grade 12.

Siyabulela started his engineering degree in September 2008, but wasn't afraid to take up academic challenges such as debating, learning Mandarin (Chinese) and finding out more about world music. These interests, he said, would broaden his mind. He has also joined the Harvard Forum for International Leadership, a society that brings together students from all around the world to discuss global issues such as HIV and AIDS, as well as the need for efficient energy solutions.

Siyabulela said that he may not be able to predict what the future holds, but that he is excited at how his engineering education will enable him to achieve his hopes for Africa.

(Source: adapted from www.mediaclubsouthafrica.com)

Activity 5: Become inspired

Read the case study before you answer these questions.

1. Does Siyabulela have a passion for what he does? Why do you say so? (4)
2. What does Siyabulela do to broaden his mind? (2)
3. In what way is Siyabulela a role model? (4)
4. Write a short paragraph to explain how Siyabulela's attitude shows that he values work. (6)
SKILLS FOCUS  HOW TO BEHAVE TO LIVE A MORE MEANINGFUL LIFE

Behaviour that helps you to live a meaningful life includes:

- experience life with full attention, focus and interest
- try and learn new things
- listen to and express your feelings
- be honest
- be prepared to be unpopular if your views do not agree with those of the majority
- take responsibility and work hard
- if you can’t find a job, volunteer or study further
- read many different books to broaden your mind
- explore your potential. Never say: “I now know everything and have done everything.” Accept that there is always more to learn and do.
- never be bored with life.

A psychologist gives advice about the value of work

An industrial psychologist explains why people come to her to try to find more meaning in their lives. The work of an industrial or organisational psychologist is to study human behaviour in the work environment and help people to improve their performance and well-being.

Q: Do many people come to you for advice about work?

Yes, many people come to me, especially if they get retrenched, lose their jobs or retire. Because work gives value and meaning to their lives, they may feel bereft and grieve, because it is a loss not to have work anymore. Apart from the financial losses, many people feel their lives are now less meaningful because they don’t have work.

Q: What advice do you give them?

To volunteer, mentor, try something different or start again, to not give
and joy, which is surely something we all want in life.

**Case study My work gives my life meaning**

Mukesh Vassen’s day job is a legal adviser to the Speaker of the House in Parliament. Any spare time he has, he spends on teaching Art of Living (AOL) courses and the accompanying practice of Sudarshan Kriya (‘kriya’ is a breathing technique that cleanses and harmonises the physical, mental and emotional levels). The Art of Living (AOL) is a humanitarian NGO, founded in the early ‘80s by Sri Sri Ravi Shankar with the vision of creating a violence-free and stress-free society.

Practising a breathing method that promotes harmony

Mukesh’s explains:

“I went to UCT. I have an arts, law and honours degree – plus a postgrad in peace research from Oslo. Having three degrees doesn’t mean you can cope with your life.

Building this country is important, as seeing that the values of the...
Content summary

Key concepts

Unit 1 Core elements of a job contract: worker rights and obligations; conditions of service

- Labour laws have rules about employee and employer rights and responsibilities; promote fair labour practices and economic development; set out how to deal with disputes; and provide for the core elements of a job contract. The main labour laws are the Labour Relations Act, the Employment Equity Act, and the Basic Conditions of Employment Act.

- The basic elements of an employment contract include: a job description; working hours and days of work; method and frequency of payment and overtime rates; leave; and notice period for ending employment.

- The labour laws promote equity, the elimination of unfair discrimination, and redress for past unfairness. Present unfairness should be dealt with in disciplinary hearings, workplace forums, trade unions, bargaining councils, and the Commission for Conciliation, Mediation and Arbitration (CCMA).

- General trends and practices in the recruitment process include advertisements in the print media,

- personnel agencies, online recruitment and social networking.

- Trade unions present the interests of their members in the workplace. Interests include wages and workplace conditions.

- Organised labour includes trade unions, employers' organisations and federations (a group of organisations).

- Work ethics are principles and values that are acceptable and expected by society in the world of work. Some examples are commitment, dependability, honesty, initiative, mentoring, punctuality, responsibility and teamwork.

Unit 2 The value of work: how work gives meaning to life
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**Unit 2 The value of work: how work gives meaning to life**

- Work is valuable because it gives your life purpose and meaning. It helps you to lead a happy and fulfilled life.

- Work gives meaning to life because it allows you to grow and develop, and gives you a purpose or goals. It allows you to use your talents and abilities. This is especially true if you do something that you love and accept that there is always something more to learn.
Exam practice: Term 3

Answer the following questions to practise for your final examination.

Time: 1½ hours  Marks: 80

Instructions

• Answer ALL the questions in SECTION A and SECTION B.
• Answer TWO questions in SECTION C.
• Number your answers correctly according to the numbering system used in this question paper.
• Write neatly and legibly.

Section A (compulsory)

Answer ALL the questions.

Question 1

1.1 Choose a description from Column B that matches an item in Column A. Write down only the letter (A–H) next to question numbers 1.1.1–1.1.5.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Mission statement</td>
<td>A. Promotes equal opportunity in the workplace</td>
</tr>
<tr>
<td>1.1.2 Labour Relations Act</td>
<td>B. Promotes equal opportunity at school</td>
</tr>
<tr>
<td>1.1.3 Trade unions</td>
<td>C. Includes sports certificates</td>
</tr>
<tr>
<td>1.1.4 General trend in recruitment</td>
<td>D. Organisations that represent the interests of their members in the workplace</td>
</tr>
<tr>
<td>1.1.5</td>
<td>E. Organisations that represent the interests of their members on the Internet</td>
</tr>
<tr>
<td></td>
<td>F. Find employees online</td>
</tr>
<tr>
<td></td>
<td>G. Includes personal views, values, beliefs</td>
</tr>
</tbody>
</table>
1.4.2 Your conditions of service will form part of your …?

1.4.3 What is a Federation?

1.4.4 Give ONE example of a trade union in the education sector.

1.4.5 Define redress.

1.4.6 Explain what is meant by an employee’s job obligation.

(6×1)

[6]

Total Section A: 20

**Section B (compulsory)**

Answer ALL the questions in this section. Your answers must be given in full sentences.

**Question 2**

Read the extract below and answer the questions that follow.

Third-year Applied Mathematics student Tsitso Tlali from Stellenbosch University developed a traditional African game, *morabaraba*, as a digital game, which he calls, mbrbrb. He used his creativity to develop this game, which has potential to sell very well as a modern digital game.

1. 2.1 Why can Tsitso Tlali be called an entrepreneur? (2)

2. 2.2 How could Tlali recruit employees for his project? Give him TWO suggestions. (2×1)

3. 2.3 List FOUR elements of a job contract that Tlali would have to consider if he employs people to help him in his project. (4×1)

4. 2.4 Explain to Tlali why he must pay tax. (2)

5. 2.5 Describe TWO benefits of volunteering on such a project. (2×1)
Section C

Answer any TWO questions.

Question 4

Read the extract below and answer the question that follows.

The impact of unemployment

Unemployment is a serious challenge. Thousands of people apply for each job vacancy and desperate job-seekers queue for days for the chance of work.

Unemployment has a negative effect on the lives of young people in particular. Many unemployed post-school youth are at risk of abuse, socio-economic harm and exploitation. They face uncertain futures as they sadly watch their career goals disappear.

4.1 Write a short essay of 15–20 lines to critically evaluate the impact of unemployment.

Include references to:
- The reasons for unemployment (3)
- The impact of unemployment on the individual and the country (6)
- The impact of fraud and corruption on employment opportunities (3)
- The value of work: how work gives meaning to life. (3)

Question 5

Read the two scenarios before you answer the question.

5.1. You see a person from another country being harassed and called names.
Campaigns that could address these issues (4)

[15]

Question 6

6.1 Give the two people in the cartoon advice on how they could resolve their interpersonal conflict. Address the following:

- assertiveness (2)
- conflict mapping (2)
- 'T' sentences (2)
- listening skills (2)
- mediation (2)
- negotiation (2)
- rephrasing skills (1)
- self-control (2)

[15]

Total Section C: 30

Exam total: 80
Term 4

Chapter 15: Study skills
Unit 1: Preparing for success: strategies to succeed in the Grade 12 exam
Unit 2: Revision of own study skills and revision of examination writing skills

Chapter 16: Physical Education: Participate in activities that promote lifelong participation in physical activity
Unit 1: Safety in physical activities
Unit 2: Play table tennis
Unit 3: Do relaxation and fitness exercises

Chapter 18: Physical Education: Participate in activities that promote lifelong participation in physical activity
Unit 1: Play games
Unit 2: Folk dance

Chapter 17: Careers and career choices
Unit 1: Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans
Unit 2: Identify employment opportunities, letters of application and responses, and a CV
Chapter 15 Study skills

Weeks 1–2; 2 hours

Unit 1: Preparing for success: strategies to succeed in the Grade 12 exam

Week 1; 1 hour

<table>
<thead>
<tr>
<th>Unit 1: Key questions</th>
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</thead>
<tbody>
<tr>
<td>1. How can you prepare for success in your exam?</td>
</tr>
<tr>
<td>2. How can you revise your study skills?</td>
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</table>

1.1 Revision of own study skills

Revise how you study so that you can make the best use of the time you have, to prepare for your Grade 12 final examination. You may have a study method that works well for you. However, revise and check if there is something else you can add or change to make it work even better for you. You may not have a study method that works well for you. Now is the time to revise and adapt your method so you can get the most from your study period. (See also Chapter 3 for study skills, strategies and plans.)

Ask yourself:

- Is my study method working for me? Do I remember what I learn?
- Can I now answer questions that I could not answer before?
- Am I focused on the exams that are so near, or are my priorities elsewhere?

Speak to your family or caregivers. Explain that you now need support, silence and a space to work. Negotiate with them about chores and household duties; ask if you could do less now, and promise to make it up to them in December, when you will do more chores.

Activity 1: Check how well you study

Answer these questions honestly and then see how well you study.
3. How do you remember what you read? You:

- define core concepts.
- make links to things you already know.
- draw a mind map or diagram.
- tell a friend what you have learnt so you can hear it.
- apply the knowledge in a task or activity.
- visualise what you read by making a picture or cartoon in your mind.
- make a list of key words.
- make a summary.

4. How do you use your study breaks? You:

- give yourself short breaks after every 20 or 30 minutes.
- stretch, play ball, jump rope, do deep breathing exercises, drink water or chat for about 5–7 minutes.
- then return to your study work.
- keep to your schedule.

**Study timetable**

Make sure you have developed a study timetable for the last few weeks before the NSC exams, as well as for during the exams. **Prioritise** the subjects you will write first, but don’t forget about the subjects that come later.
Saving screenshot...

this year to make sure you have the correct dates and times.

Mark your subjects and dates as well as times clearly in your diary. Also write these dates in your study plan for September, October and November. Count how many days you have to study for each examination. Now work out how many hours per day you need to study for each subject. Allocate more hours for those subjects that you are struggling with, but don’t forget about the subjects that you do well in. You have to study for all your subjects.

- Indicate in your study timetable when you will have breaks for relaxation and physical activity. Also indicate how many hours sleep you will have per night.

- Indicate when you will meet your study group and teachers for extra support.

- Remember you need to take regular study breaks. For every 30 minutes you study, take a five-minute break. In this time, stretch, bounce a ball, listen to one music track or walk around the class or house or down the road and back.
Time management

Make a commitment that for September, October and November you will cut out all TV viewing, computer games and SMSes, Facebook, parties, romance and other distractions. Tell yourself that you have the entire December to watch as much TV as you want, and send and receive as many SMSes as you can, and to be as romantic as you wish. December is party time, not your exam period.

Mock exams

- Collect previous years’ examination question papers for all your subjects, going back at least three years. Use both the November exams, as well as the supplementary exams, usually written in February. Often newspapers have supplements with these examination papers in, or your teachers will provide these papers.

- Set a time where you can work uninterrupted, under exam conditions, and answer the papers as you would in an examination. An idea is to use Saturdays for writing mock exams.

- Then mark your own work.

- Revise the questions you got wrong, and write down the correct answers. Go back to those sections in your textbook and revise the content. Check if you understand where you went wrong, and if you now know that section.

- Ask your teachers for help if you can’t find the correct answers.

- If you have a memorandu where all the answers are given, use this to help you mark your work. However, don’t peek at the answers while you are writing; leave the memo in another room or don’t take it with you to school. Use it as a guide after you have answered all the questions.

- Revise your June and September exam question papers as well; check if you can now get 100%.

- Imagine that you are an examiner. Set an exam for each subject. Then answer all the questions and check your work.

Summaries

Make summaries of all the core content for all your subjects. Make your summaries into index cards, and take them all into your exam.
Revision

This examination period in the fourth term is meant for revision. By now you should have covered all the content for all your subjects. So spend this time wisely by revising your work.

- Go over each chapter in each textbook, do the exam practice and test activities, and mark your work. Revise the aspects you don't know.
- If there are any parts that you don't understand, ask your teachers to help you. Please don't wait until the day before the exam to ask your teachers – ask now, well before the examination.

Active learning

Make sure you learn actively; this means you talk, ask, answer, write, draw, link, think and do while you study. If you find yourself sitting quietly staring at your books for hours, then you know you are not studying; you are only fooling yourself.

Apply your study method, for example, the SQ3R (see below). Any study method you use should allow you to:

- read actively by making notes, underlining, highlighting, circling and thinking
- ask and answer questions
- practise answering exam-type questions
- repeat what you learned
- revise regularly what you learn.

SKILLS FOCUS

The five-step SQ3R study strategy can help you to achieve success

1. **Survey.** Before you start to read, quickly look through the whole chapter. Look at the headings, pictures, introductions and summaries. After this, you should have an idea of what the chapter is about.

2. **Question.** Ask questions. You can turn the headings into
Help yourself to focus and concentrate

Get rid of all distractions. Turn off your cell phone, TV, computer and music that does not help you to focus. Don’t sit near friends who are chatting. Avoid spending time with learners who keep telling you how scared they are of the exam and how much work there is to cover. Moaning and complaining is a huge time waster and does not help.

Make your learning interesting. It is difficult to pay attention if the content is boring. So tell yourself that the work is interesting; make believe it’s fascinating even if you find it dull and boring.
blueberries.

If you follow a balanced eating plan, you don't have to take supplements. However, if you can't follow a nutritious eating plan, you may have to take a vitamin supplement. Ask your chemist or the clinic for advice.

**Before your exam**

Avoid a heavy meal that will make you feel sleepy. So don't have a lot of starch and red meat before your exam. Also avoid salty food before your exam, as this will make you thirsty. Too much sugar will also not help; you will get a rush of energy but halfway through the exam, you may get tired.

- If you write an early morning exam – yoghurt, two slices of bread, with peanut butter or cheese or egg, should be enough, with a glass of milk or a cup of Rooibos tea.
- If you write a mid-morning exam – have your usual breakfast, but have a healthy snack before your exam.
- If you write after lunch – have a light lunch of a sandwich, and a boiled egg or slice of cheese, or a piece of chicken.
- If you write a late afternoon paper – have lunch as usual, but eat a healthy snack before your exam.

Always take a bottle of water with you to the exam. Take a sip if you get thirsty. Drinking water also helps you to calm down. Sip slowly; don’t drink it all at once.

**Relaxation**

You also need to relax during your examination preparation and writing times. However, your relaxation periods should be short, regular and sensible. This means you need to get physical exercise, but not overtire yourself. For example, don't run a marathon during this time, or play competitive sport where you may pick up an injury.

**Example of a practical relaxation plan for a week**

**Monday** afternoon 3:30–4 p.m.
Jog

**Tuesday** evening 6:30–7 p.m.
blueberries.

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Example of a practical relaxation plan for a week

- **Monday** afternoon 3:30–4 p.m.
  Jog

- **Tuesday** evening 6:30–7 p.m.
Breathe deeply

See Method 11: Apply exam stress reducers for calming and exam breathing exercises.

Sleep

You need enough sleep during your exam time, but will probably have to sleep less than you usually do.

- Try to get at least six hours' sleep a night during exam time, and over weekends eight to 10 hours of sleep a night.
- Avoid doing ‘all nighters’ where you stay up all night to study. This will not help you because you will somehow have to catch up on sleep missed, and may spend a whole day sleeping instead of studying. You may also be too tired to write the exam if you don’t get any sleep.

Avoid taking any pills that promise to keep you awake. They don’t help. When you write your exam, you may forget most of what you learned. Don’t believe the adverts; the manufacturers want to make money, so they make promises that are not true. There is no medication that can help you to study, make you pass, keep you awake, improve your brain power or make you clever. The only way is to study hard!

Self-talk and self-motivation

An important part of your study skills method is to keep yourself...
Unit 2: Revision of own study skills and revision of examination writing skills

Week 2; 1 hour

Before the examination

- Gather three black pens, two sharpened pencils, eraser, ruler, clock or watch, ID book and any other equipment you may need. Pack these in a bag and remember to take it to the exam room with you.

- Avoid spending time before you start writing talking to friends about the exam. They may confuse you, or make you worry because they may mention a section that you have not studied. Try to spend time alone just before the exam. Do deep breathing, calming and relaxation exercises. (See Skills focus: Stress management for stress exercises).

- Stop studying 30 minutes before you have to enter the exam room. Your brain will not have time to absorb the information properly. You may confuse yourself and forget work you know, if you try to study just before the exam starts.

- Arrive in good time. Plan to arrive at school at least 30 minutes before you have to be seated. Usually you have to be seated 30 minutes before the exam starts. So plan to be at school an hour before you start. If you live far away from the school and rely on transport to get there, plan to be there two hours in advance, in case anything goes wrong along the way. Buses and trains can be late, the taxi can break down, and there could be a delay due to an accident or strike. Take a summary with you so that you can go over your work while you wait at school.

- Do the breathing in and out exercise before you look at your exam paper. This will help to calm you.

Once the examination starts

- Write your exam number and other required details on the cover of the answer book. Check your details to make sure they are correct.

- Read through the entire question paper before you start. You will be given 10 minutes to do this before the exam starts. When you are allowed to start writing, mark the easier questions as you need to do.
Resource

Key exam question words and their meanings

A

**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 a 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.

B

**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.

**critically analyse** – Show approval or disapproval, or
Usually you write items one below the other in a list.

**M**

**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.

**N**

**name** – Similar to ‘mention’; give a brief answer without long explanations.

**O**

**outline** – Summarise, describe main ideas and core points, concepts or events. Give an overview.

**P**

**prove** – Give the facts to support the issue.

**S**

**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.

**T**

**to what extent** – Explain and analyse; then comment on the comparative value or importance of the issue or topic. This also refers to how much or how far, or how many.

**trace** – Show the order of events, progress of a subject or an event. Tell what happened first, then next and so on. For example, trace or track the events that led to the forming of workers’ unions in South Africa.
Now turn it into a positive statement: The following are useful methods for preparing for an examination: A, B and C are all useful ways. So the correct answer is D.

**True or False questions**

- If part of a statement is true and part of it is false, then the answer is false, unless there is a qualifying word such as ‘usually’ or ‘sometimes’.
- Words such as ‘all’ and ‘none’ generally make a statement false. Extreme statements that use words such as ‘always’, ‘completely’ and ‘never’ are often false.
- Words such as ‘most’, ‘usually’, ‘seldom’, ‘sometimes’ and ‘rarely’ generally make a statement true. Statements that contain words such as ‘some’, ‘may’ and ‘partly’ are usually true.
- When a statement is given negatively, state the item without the ‘no’, ‘never’ or ‘not’ and see if it is true or false. If the statement now reads correctly, mark it False.

For example: Drinking alcohol never causes brain damage. (statement given negatively)

Restate without the ‘never’: Drinking alcohol causes brain damage. This is true, so the original statement must be false.

**Matching items questions**

- Read the whole section before you start.
- Start with the easiest matches first.
- Cross out matches as you use them.
- Choose the alternative that is closest to the truth if you can’t make a perfect match.
- Find out if each item can be used only once or if some can be used more than once.
- Check if there are extra items on one side of the list.
- Save time by reading the long half of the statement first and
Support your answers with evidence or proof.

**Essay-type questions**

These are questions that require longer answers, in the shape of a few paragraphs or an essay.

<table>
<thead>
<tr>
<th>Do you ...</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• find out what the question is asking you to do?</td>
<td></td>
</tr>
<tr>
<td>• underline key words in the question?</td>
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<tr>
<td>• take time to plan your writing?</td>
<td></td>
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<tr>
<td>• make a quick outline before you start writing?</td>
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<tr>
<td>• first, write down the important points you want to make?</td>
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<tr>
<td>• then number these points in the order you will cover them?</td>
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<tr>
<td>• restate the question? Use the question to begin your answer, and answer the question directly in the first sentence, paragraph or introduction.</td>
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<tr>
<td>• get right to the point?</td>
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<tr>
<td>• then develop your answer with supporting ideas and facts?</td>
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<tr>
<td>• keep to the topic?</td>
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<tr>
<td>• check for spelling errors, information you have left out, and incorrect dates and numbers?</td>
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<tr>
<td>• write neatly?</td>
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<tr>
<td>• leave space between paragraphs to allow you to add more to your essay later?</td>
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</table>
If you feel stressed during an exam, do a few deep-breathing exercises. See the exam breathing exercises see

**Method 11: Apply exam stress reducers.**

If you feel stressed, pressurised, anxious or depressed about your exam, speak to someone who can help you. You call any of these numbers

- **Substance Abuse Helpline**
  (Toll-free) 0800 12 13 14
  SMS: 32312
  (all hours)

- **SA Federation for Mental Health:**
  (Toll-free) 0800 600 411

- **LifeLine:** 0861 322 322

- **Support Groups:** 0860 664 878

- **SADAG (South African Depression and anxiety Group)**
  Suicide Helpline
  (Toll-free) 0800 567 567
  SMS: 31393

**Activity 5: Revise how well you write your exams**

1. Answer these questions honestly. Then add up how many ‘yes’ and how many ‘no’ answers you have. Look at the score to, see what your answers mean.

2. Read the questions again, and carefully look at the reason given.
Content summary

Key concepts

Unit 1 Preparing for success: strategies to succeed in the Grade 12 exam

- Revise, adapt and add to your study method.
- Get support from your family and caregivers. Find a quiet place to work.
- Draw up a study timetable.
- Set goals for each study period.
- Read actively and draw diagrams and tables.
- Take regular short study breaks.
- Manage your time and cut out time wasters and distractions.
- Write old exam papers.
- Make summaries to revise.
- Use the SQ3R study method (survey, question, read, recite and write, review).
- Eat nutritious meals and snacks; drink lots of water.
- Relax and take time for some physical activity.
- Get enough sleep and don’t stay up all night cramming.
- Motivate and reward yourself.

Unit 2 Revision of own study skills and revision of examination writing skills

- Before the exam, pack all the stationery and equipment you will need for the exam. Don’t get confused by talking to friends about the exam. Stop studying at least 30 minutes before your exam. Arrive early for the exam. Do breathing and relaxation exercises.
- During the exam, write all your details on your answer book.
• Revise, adapt and add to your study method.
• Get support from your family and caregivers. Find a quiet place to work.
• Draw up a study timetable.
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• During the exam, write all your details on your answer book. Read through the whole question paper. Work out how long to spend on each question. Read each question carefully, follow instructions, and look for key words. Know how to answer multiple choice, true or false, matching items, short answer, case study and essay-type questions.
Chapter 16  Physical Education: Participate in activities that promote lifelong participation in physical activity

Weeks 1–2; 2 hours

Unit 1: Safety in physical activities

Refer to this unit throughout the term.

1.1 Start slowly, stop when you need to, and rest

Start slowly. This is a basic rule of all exercise. Always build up the intensity and duration of your exercise little by little. If you are very unfit, you may harm yourself if you suddenly do very strenuous or tiring exercises for long periods of time.

Although sport is often competitive, the exercises described in this chapter, such as yoga, Pilates, qigong and t’ai chi, are not competitive. Therefore you should not strain yourself by trying to stretch further, hold a pose for longer, or try to outdo other learners. Just do what is comfortable for you.

Know when to stop. It is normal to feel a bit of pain and discomfort during physical exercise. This is said to be ‘good pain’. It happens because you are challenging your body to become fitter. Some of your muscles many not be used to exercise, so they will hurt a little. Rest when you feel tired. However, do not confuse needing to rest with feeling too lazy to do exercises.

1.2 Apparatus and equipment

Use sports equipment carefully. For example, if you play table tennis, be careful not to hurt another player with your bat. Be aware of where other players are in relation to you.

The corners of a table tennis table are sometimes sharp. Be careful not to bump into these corners as doing so could leave painful bruises.

If you do relaxation exercises, make sure the floor or mat is not slippery and is clean. If you use your own mat, ensure that it is non-slip. Wash your mat regularly.
your mat regularly.

1.3 Water safety

Swimming safety

Swimming is an activity that you can participate in for many years. However, you always need to follow water safety principles.

- Never consume alcohol before swimming.
- Never get into a pool without a lifejacket if you cannot swim, unless you have a swimming instructor with you at all times.
- Never swim alone.
- Never swim in the dark.
- Never push, tackle or dunk another person in the water.

Diving safety

- Never dive in water that is less than 3 m deep.
- Only one person may be on the diving apparatus at a time.
- If you use a diving board, wait until the previous diver has surfaced before you climb up the ladder.
- Do not run on diving boards or platforms, as serious injuries can result from slipping on the wet surfaces.
- Do not bounce more than once on the diving board.
- Dive straight from the front end of the board, facing the front.
- Do not do inwards, reverse, or back dives unless you are a professional diver training for a competition.
- Do not do cartwheels, handstands and gymnastic activities off the board, side of the pool or from any platforms.
- After a dive, when you surface, immediately swim to the nearest ladder. Do not swim under the diving board.
Unit 2: Play table tennis

Week 1; 1 hour

**Safety tip**

**Warm-up exercises for table tennis**

1. Jog around the playing area for two to three minutes, until you feel warm.
2. Kick your knees high up with every step.
4. Do on-the-spot bottom kick jogs. Try to touch your bottom with your feet as you jog in one spot.
5. Do low jump-rope jumps. You can jump with or without a jump rope.
6. Warm up your shoulders by circling your arms overhead. Start slowly and then go faster.
7. Stretch out your arms and clap your hands in front and then behind your body.
8. Do a zigzag hopping drill. Hop with both feet together forward to the right and then forward to the left.
9. Do walking lunges.
10. Do side lunges.

2.1 Table tennis basics

Table tennis is a physical activity that you can participate in for many years. It is easy to play, enjoyable, a social game and also gives you a good physical workout. There is little risk of injury, which makes this a suitable game for any age group or level of fitness. Many study and workplaces make table tennis sets available to encourage participation in physical activity. Two or four people can play at the same time.
6. Point your forearm and racket forwards, and bend your elbow.

**How to hold your bat**

- **Shakehands grip**
- **Forehand**
- **Backhand**

1. Use the shake-hands hold. This hold is similar to shaking a hand.
2. Hold the bat in the palm of your hand. The top of the racket head must fit into a V-shape, formed by your thumb and first finger.
3. Your fingers should be parallel with the straight edge of the rubber at the base of the bat head. This gives you good control over the bat.
4. Wrap your other three fingers around the handle.
5. Your grip must be firm. However it should not be too tight.
6. It should feel as if the bat is an extension of your forearm and hand.
7. Hold this grip throughout the game.

**Basic strokes**

1. Relax your arm.
2. Use your power from your torso, forearm, and wrist.
3. Your upper arm should not move a lot.
4. You need to continuously position yourself. So you need to keep moving; you can’t stand still.
5. Always get into the ‘ready’ position after each ball you return.
6. To keep your opponent challenged, play the ball to different parts of the table, use different strokes and change the speed of your shots.
PE Activity 3: Play wheelchair table tennis (inclusivity)

Wheelchair table tennis follows the same rules as table tennis. The aim of wheelchair table tennis is to hit the ball into the opponent’s half of the table without your opponent being able to return it successfully. A match consists of five sets, each played to 11 points.

A silver medalist

Alet Moll was a silver medallist at the Commonwealth Games in Manchester and a winner of the African Championship for Para Table Tennis (Egypt 2011). She says that table tennis is good for your health – it’s great for working up a sweat and getting your heart rate up. Played at the higher levels, it’s one of the fastest sports around. But you don’t have to be a pro to get a good workout!

Alet says table tennis is easy on the body. You can play table tennis according to your own capabilities and limitations, and still be competitive. And being a non-contact sport, you don’t have to worry about those bruises or even broken bones that you can get in contact sports.
Unit 3: Do relaxation and fitness exercises

Week 2; 1 hour

3.1 Participate in a choice of relaxation exercises

It is useful to join a fitness club where you will be guided in doing physical exercises to maintain your fitness. Exercises such as Pilates, yoga, qigong and t’ai chi can be done at any age. They are physical exercises to help you calm your mind, focus, take care of your body and keep fit. These types of exercises help to prevent body stiffness and blocked arteries. They also help you to relax and reduce stress levels. So try the exercises given in the activities in this unit before and during your exam period.

Pilates

Pilates is an exercise system that builds strength, improves flexibility and agility, and helps to prevent injury. It is a series of controlled movements done in a sitting or lying position. The focus is on awareness of your spine, proper breathing, core strength and flexibility. Pilates helps you to develop concentration, as well as a strong, flexible and balanced body.

Yoga

Yoga is a combination of breathing exercises, physical postures, and reflection. It has been practised for more than 5 000 years. It helps to reduce stress, calms you and develops balance of your body, mind, and spirit. Yoga includes stretching, breathing and relaxation exercises.

Qigong

Qigong directs your breathing, and energises your body. Qigong exercises are done while standing, and include arm and hand movements, with the focus on breathing control.

T’ai chi

T’ai chi is a traditional Chinese mind–body relaxation exercise consisting of movement sequences done in a slow, deliberate and relaxed way. T’ai chi calms, relaxes, tones muscles, promotes agility and general health, and helps you to focus. It is a low-impact exercise that can be done at any level of fitness or age.

The exercises in this unit are adapted and combined from the above exercise types. Repeat each exercise five times. Do them slowly, with
PE Activity 4: Lying stance

1. Lie flat.
2. Let your legs fall gently out to the sides.
3. Let your arms lie next to your body, with your palms facing upwards.
4. Turn your head from side to side.
5. Stretch out. Imagine someone is pulling your head away from your feet, pulling your shoulders down and away from your neck, and also pulling your legs down and away from your body.
7. Hold this pose for two minutes, all the while focusing on your breathing.
8. Visualise yourself writing your exam, calm, prepared, and knowing what to do.
9. Breathe deeply, with focus and care.
10. Breathe in, and out, give a big sigh and slowly bend your legs and push yourself onto your side.
11. Now slowly push yourself into a seated position. Then repeat this exercise five times, in slow controlled movements.

PE Activity 5: Seated easy stance

1. Sit down on the floor and cross your legs.
Chapter 17 Careers and career choices

Weeks 3–4; 2 hours

Unit 1: Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans

Week 3; 1 hour

Unit 1: Key questions
1. What records do you need to get ready when you leave school?
2. Where can you get information on finance for your studies?
3. What are your opportunities for employment?

By now you have definite plans for life after school. You have an idea of who you are and where you are going. You have goals and action plans. Remind yourself about your:

- Personal lifestyle plan (Chapter 1, Unit 5)
- Reasons for obtaining your NSC (Chapter 3, Unit 3)
- Skills for final action, such as applying for study courses or jobs (Chapter 5, Unit 1)
- Strategies to achieve goals (Chapter 5, Unit 1)
- Opportunities for work and study (Chapter 5, Units 1 and 3)
- Mission statement and vision for your future (Chapter 9, Units 2 and 3)
- Knowledge about work ethics and societal expectations (Chapter 13, Unit 1)
- Reasons why work is valuable and gives meaning to your life (Chapter 13, Unit 2).

Get ready to act on your plans. This will help to ease the pressure when
envelopes or folders and label them clearly.

You’re almost there, keep going.

Act now, don’t wait.

Activity 1: Check your required records

Use the following checklist to assess the completeness of your records.

<table>
<thead>
<tr>
<th>In my portfolio, I have:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 stamped or certified copies of my Grade 11 final results or Grade 12 June/September results (four copies).</td>
<td></td>
</tr>
<tr>
<td>2 references or testimonials from two teachers.</td>
<td></td>
</tr>
</tbody>
</table>
Table 17.1: Tracking sheet for correspondence

<table>
<thead>
<tr>
<th>HEI/Company</th>
<th>Date sent</th>
<th>Date received response</th>
<th>Contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Phone</td>
<td>Website</td>
<td></td>
</tr>
<tr>
<td>Action required</td>
<td>Next due date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<td></td>
</tr>
<tr>
<td>Action required</td>
<td>Next due date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Admission requirements for degree, diploma or higher certificate

In Grade 11 you learned about the different types of qualifications and where they fit in the National Qualifications Framework. Depending on what course you want to study, you need to meet the minimum requirements for admission.

Minimum admission requirements

<table>
<thead>
<tr>
<th>Bachelor’s Degree</th>
<th>Diploma</th>
<th>Higher Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• one official language at home language level – 40% (APS3) or more</td>
<td>• one official language at home language level – 40% (APS3) or more</td>
<td>• one official language at home language level – 40% (APS3) or more</td>
</tr>
<tr>
<td>• four subjects from the designated list – 50% (APS4) or more for each subject</td>
<td>• three other subjects – 40% (APS3) or more (excluding Life Orientation) for each subject</td>
<td>• two other subjects – 40% (APS3) or more for each subject</td>
</tr>
<tr>
<td>• Two subjects – 30% (APS2) or more for each subject</td>
<td>• two subjects – 30% (APS2) or more for each subject</td>
<td>• three subjects – 30% (APS2) or more for each subject</td>
</tr>
</tbody>
</table>
Samples of application deadlines

Additional requirements

Most courses have additional requirements, such as a minimum mark in certain subjects. Some institutions have their own selection tests or may ask you to attend an interview. For example, at Wits University if you want to do the Bachelor of Architectural Studies (BAS), you have to achieve an APS of 34 or above, with at least 50% for Mathematics and 50% for English (1st or 2nd language), though applicants with more than 60% for both of these are more likely to be successful. Even if you meet these requirements, admission is not automatic as there are a limited number of places. You also have to attend an interview.

BEng (Chemical Engineering) (4 years)

<table>
<thead>
<tr>
<th>Score</th>
<th>Range</th>
<th>Language or Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(60–69%)</td>
<td>Afrikaans or English</td>
</tr>
<tr>
<td>7</td>
<td>(80–100%)</td>
<td>Mathematics; or</td>
</tr>
<tr>
<td>6</td>
<td>(70–79%)</td>
<td>provided</td>
</tr>
<tr>
<td>7</td>
<td>(80–100%)</td>
<td>is obtained in Physical Science</td>
</tr>
<tr>
<td>6</td>
<td>(70–79%)</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>
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<tr>
<th>BEng (Chemical Engineering) (4 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>
1.3 Details of identified institutions that offer finance for the intended courses

Decide how you are going to pay for your studies. Are you going to apply for a bursary, scholarship or study loan? Or are you or your parents going to pay? (See also Chapter 5.)

Most HEIs have a financial aid office or a student finance department. Some also produce booklets about ways to finance your studies, or you can download these off their websites. Consult these and other sources to see if you are eligible for various types of financial help, such as:

- Scholarships – awarded to outstanding students by various trusts and organisations
- Scholarships and other awards – from schools, community, religious and cultural organisations of which you or your family are members
- Merit awards – given by universities to South African citizens who have excelled at school and received their NSC the year before they attend the HEI; the better your marks, the more money you get
- Bursaries and loans from the university – usually for full-time students
- Sport bursaries – usually for sportspeople who have achieved at least provincial colours in their sport
- National Student Financial Aid Scheme (NSFAS) – loans that can be converted into bursaries if you do well; you start to repay this loan only when you earn R30 000 or more a year
- National and provincial government bursaries – you usually have to work for the government after you have graduated
- Bursaries from companies and organisations – some have training schemes, and you may have to work for them when you have your degree
- Bursaries from employers and trade unions for members and dependents – ask your parents or guardians
- Work study programmes – you work on campus in your spare time, for example, as an administrative assistant or community assistant
• Work obligations after you have graduated.

Resource

www.gostudy.mobi/ – can search for HEIs, bursaries (all bursaries or by study field) and careers.

Activity 2: Research funding sources for your intended course

1. State the course or courses that you would like to study.
2. Identify two institutions where you could study these courses, options 1 and 2.
3. List the cost of your options.
4. Research the available sources for funding your course of study at your chosen institutions.
5. Complete the following checklist to achieve your plan for funding your studies.

<table>
<thead>
<tr>
<th>Type of funding for example bursary, loan, merit award</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Requirements for example good marks, financially needy</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Obligations for example repay, work</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Due dates for application</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How and where to apply for example through HEI or directly (give details)</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

| Supporting documents needed for example surety letter from parent or guardian, school results |          |          |
Unit 2: Identify employment opportunities, letters of application and responses, and a CV

Week 4; 1 hour

2.1 Identify employment opportunities

Whether you study further after Grade 12, or are thinking of getting a job, it is important to explore and research the job opportunities that exist for people with your qualifications, skills and knowledge.

Employment opportunities if you study further

If you study in a particular field, it could open up a number of employment opportunities. Research the possibilities by searching careers sites on the Internet, such as www.gostudy.mobi/, talking to people who have followed your course of study, asking the careers counselling of the HEI where you may want to study, and reading journals and magazines.
Employment opportunities with an NSC

Not everybody is fortunate enough to be able to study after Grade 12. Perhaps you or your family cannot afford to pay for your studies at an HEI or circumstances beyond your control force you to find a job after Grade 12. What will you do? Where will you work? The following are options that you can explore if you pass Grade 12 and do not want to, or can’t, study at an HEI:

- **Learnership** – You can apply for a learnership in a field that you are interested in. You do not pay for a learnership. A learnership allows you to learn and earn at the same time. You study the theory component at an HEI and do the practical in your job. You will not get a full salary, but you will get a qualification.

- **Job shadow** – This will help you to decide if your chosen career is the right career for you. For example, if you want to become a doctor, you would shadow a doctor for a day or three. You will also get small things to do. This will help you to decide if it really is the career that you want.

- **Apply at an FET college** – The Department of Higher Education offers FET college bursaries if you are financially needy.

- **Take a gap year** – Take time off after Grade 12. You can travel, do some volunteer work abroad, or find a job. This time will allow you to explore your options and steer you in the right direction.

- **Join the National Defence Force or police** – Apply at the police, navy, air force or army. The Military Skills Development Programme is a two-year programme that equips new recruits with knowledge, skills and experience that will enable them to work in the South African Navy, as well as in the public or private sector.

- **Volunteer your services** – Work with NGOs and community programmes. You might end up getting a job after your volunteering period is over.

- **Join a skills programme** – A skills programme will equip you with practical experience and make you more employable, for example, Working on Fire.

- **Start your own small business** – Take the initiative and find out how to start your small-, micro- or medium-sized enterprise (SMME). An
Case study Shandre makes her dreams come true

After completing my matric in 2009, I immediately started with my studies. Fortunately I had my parents to fund my studies. I had a love for forensics, but changed to tourism as I enjoyed travelling. I applied for the two-year International City and Guilds tourism diploma course at Northlink College. College life was very different from high school. There are far more distractions. You have to be dedicated and focused. I enjoyed my two years of college life. I ended up making lots of friends from all spheres of life. I received my diploma and was lucky to get an interview at a tour operator in town. The interview went well and when I got the job, it made me feel confident. Many of my ex-classmates could not find jobs.

I am currently working at the company as a travel administrator. Many people study what they love and end up working in a totally different career path. Hard work and belief are very important. You have to believe in yourself and what you are capable of. My main objective is to climb the ‘corporate ladder’ through hard work and become an African Safari Expert.

Don’t give up on what you love. Obstacles in life will discourage you. But turn your obstacles into challenges and all that you have to do is set goals for yourself and take small steps to achieve your goals. Have faith in yourself and never give up on your dreams.

(Source: Interview with Shandre)

Activity 3: Identify employment opportunities

Read the case study and answer the questions.

1. Describe the employment opportunities the FET college diploma course in tourism offered Shandre.

2. From what you can see in the case study about Shandre’s character, attitude and values, why do you think her interview went well?

Write a paragraph of five to 10 lines and give reasons for your answers.
needs to capture the attention of the reader.

**Resource: Application letter for employment**

**Application for a bursary**

When you write the letter to apply for a bursary, use the same format as the application for employment, but make the following changes:

- Make your subject line: Application for bursary (name the bursary).
- In the first paragraph, state that you are applying for the bursary, for example: Please would you consider my application for ... bursary.
- In the second paragraph say what course you intend to study, where you want to study and the cost. Keep it brief and clear.
- In your last paragraph say, for example: I would appreciate it if you would consider my application.

**Responses to letters**

When you get responses to your letters of application for employment, study or a bursary, respond and say thank you. This will leave a good impression. Even if you didn't get the job or bursary write back to thank them for their response. Ask them if they would keep your details on file should another job become available, for example.

**Activity 4: Write a letter of application**

Read the job advertisement for Shannon Telesales.

1. Write a letter of application for the job advertised:
   - Mention the skills you have acquired during your years of schooling.
   - Give brief examples to show that you meet the requirements of the job.

**SHANNON TELEASES COMPANY**
62 Long Street Kempton Park 1619
Telesales people required for our expanded company
[ref.tel 5/12]

**Requirements:**
Application for a bursary

When you write the letter to apply for a bursary, use the same format as the application for employment, but make the following changes:

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SHANNON TELESALES COMPANY
62 Long Street Kempton Park 1619
Telesales people required for our expanded company
[ref.tel 5/12]
Requirements:
- Gr 12 passed.
- Basic computer skills